

FORTIETH ANNUAL REPORT

OF THE

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB

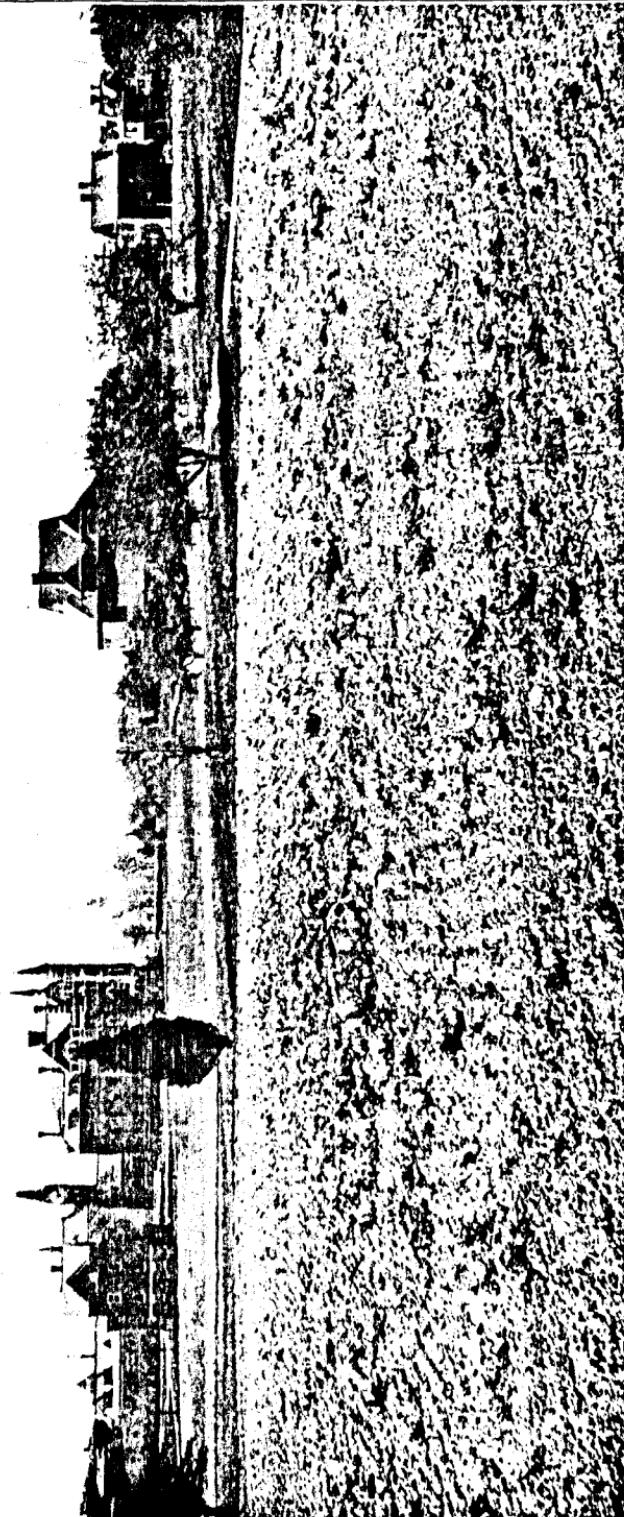
TO THE

SECRETARY OF THE INTERIOR.

1897.

WASHINGTON:  
GOVERNMENT PRINTING OFFICE.

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VIEW FROM THE FARM.

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# COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

## OFFICERS OF THE INSTITUTION.

*Patron*.—WILLIAM MCKINLEY, President of the United States.  
*President*.—EDWARD MINER GALLAUDET, Ph. D., LL. D.  
*Secretary*.—HON. JOHN B. WIGHT.  
*Treasurer*.—LEWIS J. DAVIS, Esq.

*Directors*.—HON. EDWARD C. WALTHALL, Senator from Miss.; HON. SERENO E. PAYNE, M. C. from N. Y.; HON. JOSEPH D. SAYERS, M. C. from Tex., representing the Congress of the United States; HON. HENRY L. DAWES, of Mass.; HON. JOSEPH R. HAWLEY, of Conn.; REV. BYRON SUNDERLAND, D. D.; HON. JOHN W. FOSTER; HON. WILLIAM L. WILSON, of Va.; LEWIS J. DAVIS, Esq.

## FACULTY OF GALLAUDET COLLEGE.

*President and Professor of Moral and Political Science*.—EDWARD MINER GALLAUDET, Ph. D., LL. D.  
*Vice-President and Professor of History and Languages*.—EDWARD A. FAY, M. A., Ph. D.  
*Emeritus Professor of Mental Science and English Philology*.—SAMUEL PORTER, M. A.  
*Professor of Natural Science*.—REV. JOIN W. CHICKERING, M. A.  
*Professor of History and English*.—J. BURTON HOTCHKISS, M. A.  
*Professor of Mathematics and Latin*.—AMOS G. DRAPER, M. A.

*Professor of Mathematics and Chemistry*.—CHARLES R. ELY, M. A.  
*Instructor in Latin*.—PERCIVAL HALL, M. A.  
*Instructor in English*.—MAY MARTIN, B. A.  
*Instructor in English and Latin*.—ALLAN B. FAY, M. A.  
*Instructors in Gymnastics*.—ALBERT F. ADAMS, B. A.; AMELIA WEICKSEL.  
*Instructor in Drawing*.—ARTHUR D. BRYANT, B. Ph.

## DEPARTMENT OF ARTICULATION.

*Instructor in Charge*.—PERCIVAL HALL, M. A.

## ASSISTANTS.

*Instructors*.—MARY T. G. GORDON, KATE H. FISH, ALLAN B. FAY, M. A.  
*Normal Fellow*.—CYRUS E. WHITE, B. A., Penn College.

*Normal Students*.—FRANK M. DRIGGS, University of Utah, Instructor in the Utah State School for the Deaf; EZRA S. HENNE, Michigan State Normal School; LAURA CARROLL WING, Cutler Academy, Colorado; EDITH BAKER PYLE, St. John's School, New York.

## FACULTY OF THE KENDALL SCHOOL.

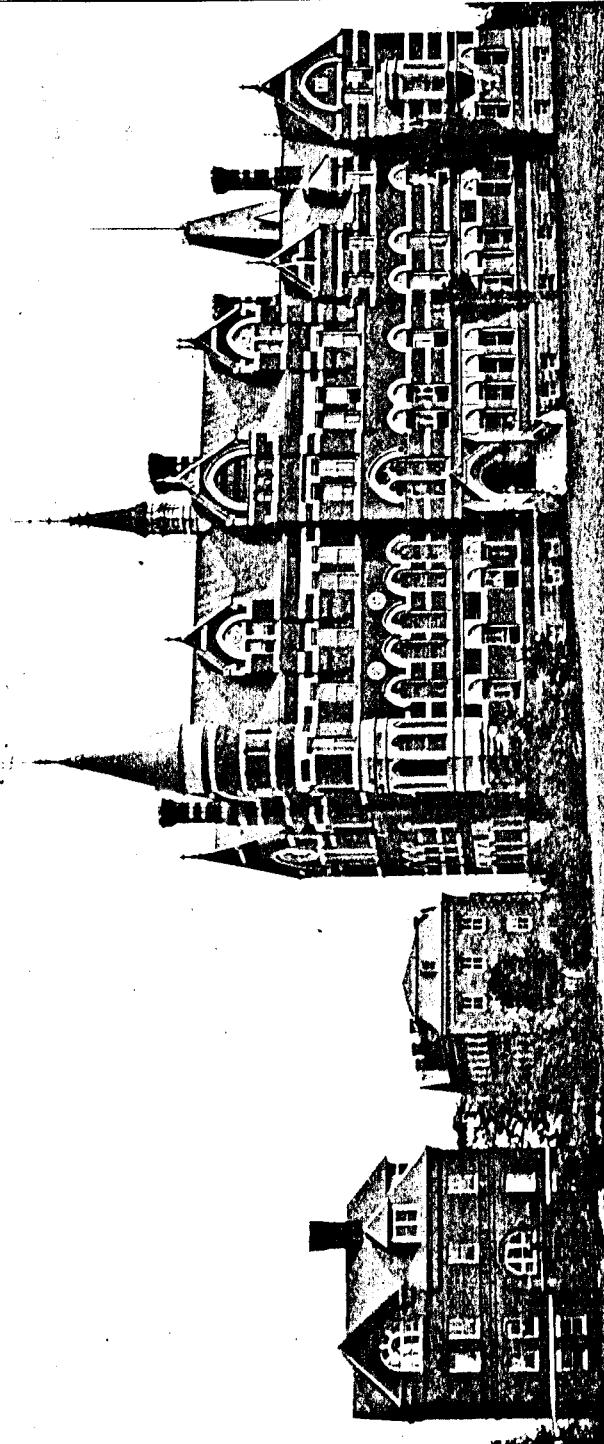
*President*.—EDWARD MINER GALLAUDET, Ph. D., LL. D.  
*Instructors*.—JAMES DENISON, M. A., Principal; MELVILLE BALLARD, M. S.; THEODORE A. KLESEL, B. Ph.; SARAH H. PORTER; MAY MARTIN, B. A.

*Instructors in Articulation*.—MARY T. G. GORDON, KATE H. FISH.  
*Instructor in Drawing*.—ARTHUR D. BRYANT, B. Ph.

## DOMESTIC DEPARTMENT.

*Supervisor and Disbursing Agent*.—WALLACE G. FOWLER.  
*Attending Physician*.—D. K. SHUTE, M. D.  
*Consulting Physician*.—N. S. LINCOLN, M. D.  
*Matron*.—MISS ELLEN GORDON.

*Associate Matron*.—MRS. AMANDA W. TEMPLE.  
*Master of Shop*.—ISAAC ALLISON.  
*Farmer and Head Gardener*.—EDWARD MANGUM.



MAIN COLLEGE BUILDING, DORMITORY FOR MALE STUDENTS, CABINET SHOP, AND LABORATORY.

FORTIETH ANNUAL REPORT  
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COLUMBIA INSTITUTION FOR THE DEAF AND DUMB,  
*Kendall Green, Washington, D. C., October 5, 1897.*

The pupils remaining in the institution July 1, 1896, numbered 106; admitted during the year, 38; since admitted, 40; total, 184. Under instruction since July 1, 103 males; females, 81. Of these, 130 have been in the college department, representing 28 States, the District of Columbia, and Canada, and 54 in the primary department. A list of the names of the pupils connected with the institution since July 1, 1896, will be found appended to this report.

HEALTH.

For the second time at the beginning of a school year a case of typhoid fever occurred, the patient having brought the fever with him from the West. Happily, the case was not one of great severity, and yielded to the usual treatment. With this exception, and a few light cases of whooping cough, general good health has prevailed among our pupils and students throughout the year.

DEATH OF THE HON. JOHN RANDOLPH TUCKER.

The management of the institution has sustained a severe loss during the past year in the death of the Hon. John Randolph Tucker, of Virginia, who had been for nearly seventeen years a member of the board.

At a meeting held on the 17th of February the following minute was adopted by the board:

In the death of the Hon. John Randolph Tucker, of Virginia, the Columbia Institution for the Deaf and Dumb experiences a loss that will be long and deeply felt. All connected with the institution will hold Mr. Tucker in honored and loving remembrance for the wise foresight and large-hearted benevolence which ever characterized his action as a member of the board of management.

To the members of the board his death is a sharp personal sorrow, breaking with some the intimate friendship of many years.

His bright and cheery disposition, his engaging manners, and his brilliant wit made his presence at any gathering of the directors, whether official or social, like a ray of sunshine. And on more than one occasion his learning in the law, coupled with his ready solution of important questions, rendered his services as a member of the board of the greatest value.

Mr. Tucker took a lively interest in all the departments of the institution, but was especially concerned for the welfare and development of the college.

At the public anniversary in 1880 he delivered an eloquent address to the students, before he had become a member of the board, and the interest excited in his mind, on this occasion, in the higher education of the deaf, led to his appointment as a member, soon after, by the Speaker of the House of Representatives.

From that time on through all the remaining years of his life Mr. Tucker's zeal in promoting the interests of the institution never flagged, and he has left a record that places his name among its most worthy and disinterested benefactors.

## CHANGES IN THE CORPS OF OFFICERS.

In June last Professor Gordon, who has filled the chair of chemistry and mathematics in the college for twenty-four years, resigned his position to accept the superintendency of the State Institution for the Deaf and Dumb, at Jacksonville, Ill.

Professor Gordon, besides conducting his own department of instruction, had charge from 1891 to 1895 of our normal class and the work of speech teaching. His ability in all the lines of effort which he undertook was highly appreciated both in and out of the college, and the best wishes of his friends here attend him to his new sphere of usefulness, with an assurance of his success therein.

Assistant Prof. Charles R. Ely, who has been a member of our faculty for the past five years as an instructor in mathematics, will assume Professor Gordon's duties in the department of chemistry, for the discharge of which he is fortunately well prepared, having pursued for the past two years a special post-graduate course of study in chemistry in Columbian University. Professor Ely was awarded a triple prize of \$150 last summer for highest excellence as a student of chemistry.

Mr. Allan B. Fay, B. A. Harvard University 1894, M. A. 1895, has been appointed instructor in Latin and English. The son and grandson of eminent instructors of the deaf, Mr. Fay brings to the position the equipment of versatile and thorough scholarship and much familiarity with the deaf, coupled with an earnest purpose to devote himself to their welfare. There is good reason to believe he will prove a valuable accession to our corps of instructors.

## AN INTERESTED VISITOR FROM JAPAN.

In the months of May and June, Mr. Shimpachi Konishi, director of the School for the Deaf and Blind at Tokyo, Japan, who is making in America and Europe a tour of inspection of the institutions for the education of the deaf and the blind, paid daily visits to the Kendall school, carefully observing and recording the work done in the schoolrooms, and thoroughly studying the methods of instruction, both oral and manual. He expressed himself as extremely gratified by what he had observed and learned here, being confident that it would prove of invaluable assistance to him in his work in Japan. It is his purpose on returning to Japan to introduce into the school at Tokyo a combined system of education not unlike that made use of here. Heretofore the oral method has been followed exclusively, with unsatisfactory results.

Pupils and teachers saw Mr. Konishi take his final departure with genuine regret, for his superior intellectual gifts, his sincere and unselfish interest in his mission, his invariable courtesy, and the kindly quality of his heart had won their high and affectionate regard.

## COURSE OF INSTRUCTION AND LECTURES.

No essential change has taken place in the general course of instruction since 1887, when in our thirtieth report a detailed statement of the branches taught in both school and college was published. During the year special lectures have been given as follows:

In the college:

- The True Basis of International Law, by President Gallaudet.
- Louis XIV, by Professor Fay.
- Hygienic Laws, by Professor Chickering.
- The Limitations of Knowledge, by Professor Porter.

Student Life in the Time of Martin Luther, by Professor Gordon.  
 Tennyson's Idylls of the King, by Professor Hotelkiss.  
 Ancient Greek Civilization, by Professor Draper.  
 Student Life in America, 1736-1895, by Professor Ely.  
 The Norsemen in America, by Mr. Hall.

In the Kendall school:

The Story of Midas, by Mr. Denison.  
 Lincoln and His Cabinet, by Mr. Ballard.  
 Joan of Arc, by Mr. Kiesel.  
 The Battle of Gettysburg, by Mr. Bryant.  
 A Story of Constantinople, by Mr. Read.  
 The Youth of Abraham Lincoln, by Mr. Donnally.  
 Aladdin's Lamp, by Mr. Applewhite.

#### INSTRUCTION IN SPEECH.

The work of our department of articulation has gone forward successfully. All our students and pupils are given the opportunity to acquire speech or to improve whatever power of oral utterance they have on entering. With four experienced teachers of speech and four normal fellows at work in this department, we have been able to furnish instruction in speech to all who desired it; and wherever pupils have been found to possess any serviceable degree of hearing, auricular training has been afforded.

#### THE NORMAL DEPARTMENT.

The members of our normal class—four in number—completed the course prescribed satisfactorily, and proved their fitness for the work for which they were preparing by doing a considerable amount of teaching in several departments of the institution. The three young men of the class gave lectures in the sign language to the pupils of the Kendall school. All the members of the class have secured eligible positions.

#### EXERCISES OF PRESENTATION DAY.

The annual public exercises of the college took place on the 5th day of May.

The Rev. Byron Sunderland, D. D., pastor of the First Presbyterian Church, offered the opening prayer.

The essays of the graduating academic class were as follows:

*Dissertations.*—The Importance of Commerce, John H. Brockhagen, Iowa; Edmund Spenser, Lewis A. Roth, Minnesota; Our Native Birds, George B. Whitlocke, Illinois; Archaeological Researches in Mexico, Max Kestner, Colorado; Theories of Evolution, Ross E. L. Nicholson, Louisiana.

*Orations.*—The Achievements of Women, Emma R. Kershner, Pennsylvania; A Glimpse of Child Life, Minnie E. Morris, Ohio; Tennyson's Nature Painting, Helen C. Price, New York; The Decadence of Architecture, Franklin C. Smilieau, Ohio.

Candidates for degrees recommended by the faculty where presented to the board of directors as follows:

*For the degree of master of arts* (normal fellows).—Joseph A. Applewhite, B. A., Millsaps College; Harry H. Donnally, B. S., Columbian University; Jessie G. Dudley, B. A., Colorado College; Utten E. Read, M. A., Illinois College.

*For the degree of bachelor of arts.*—Emma Rebecca Kershner, Max Kestner, Minnie Easter Morris, Ross Edward Lee Nicholson, Helen Constance Price, Franklin Charles Smilieau, George Bacon Whitlocke.

*For the degree of bachelor of science.*—John Henry Brockhagen, Louis Albert Roth.

The honorary degree of master of arts was conferred on Rev. Frank Read, an instructor in the Illinois Institution for the Deaf and Dumb and editor of the Deaf-Mute Advance.

After the presentation of the candidates for degrees, President Ethelbert D. Warfield, of Lafayette College, delivered the following address:

#### THE VITAL PRINCIPLE IN AMERICAN LIFE.

LADIES AND GENTLEMEN: I take great pleasure in coming before you to-day, not only for the pleasure I have enjoyed in being present at these exercises, but also because I have a feeling that we have a share in this institution, as President Gallaudet's name has long been a household word in our institution, as for a number of years we have used his book upon international law. And as we are so familiar with his name and book, it is a pleasure to meet and know him personally.

We have been studying up the question of the resources, but what is more important in this great country of ours, we have been revising our point of view, during the last few years, of our American life. We have been recovering from the past some estimate of the forces which were to make the American colonies and to mold the American institutions. We have been studying afresh the forces which underlie the foundations of our life and more especially through the great patriotic societies, trying to determine what are the essential principles which make an American citizen. With the constant strain upon our institutions from political forces, with the constant changes in our social forces, we are confronted with new problems.

One of our recent historians has said that the great difficulty in dealing with American history is that the people have not been willing to treat the founders of our country in an irreverent manner. It seems to me injudicious to treat them in an irreverent manner. The history of our country was determined by principles so deep, so far-reaching, that they must forever determine its destiny, though we have departed from the essential foundations upon which they built our State.

What was the influence that aroused in the minds of the English race, and not only of the English race, but in the men from Holland, from Germany, from France, the desire to come across the wide ocean to this land? which was not then a land of plenty, not a land of beautiful farms, not a land of fine cities; it was a land that was barren and desolate, of forests covered with unknown dangers of all sorts. The men who came from England in that time, when England was surging with the principles that had been born in that England, and which had been made to blossom afresh in that land which was awakening to the high spirit of liberty which was being preached by men like John Hampden, who suffered by their self-denial and self-sacrifice in the prison houses of England. Such were the men who came here from such an England as that to these inhospitable shores. Men like John Winthrop, who taught the world that there were men who were willing, for the sake of conscience, to endure all the hardships of a new land; who were able to bring all the principles of civilization and all the principles of law and order, yet entirely separate and apart from those worked-out conditions of life which could make for our sister nation to-day a civilization and attractiveness which is surpassed by none.

These were the influences which made England destined to be a mother of colonies and this land the home of a great people, the nursery of great institutions, not individual and exclusive, but for all the people. Men like Henry of Virginia started the cry of liberty, and Maryland and Pennsylvania and New York and all the other colonies took up the grand cry. Not a liberty for some, but a liberty for all; not a liberty which would enable one man to exercise power, but a liberty for service, and a service which was inspired and guided by a high and definite purpose. This idea of service seems to me to be a vital principle in American life.

The man who was destined to be a great force in the American Revolution was a man who had enjoyed all the comforts of a splendid life. He came, not indeed from wealth, but from the best social circles of the time. His was a long career of service, whether it was as the representative of the colonies, or whether it was when he stood in the Continental Congress and gave his vote for independence; whether it was when he was leading those brilliant charges which broke the lines at Trenton and finally before Yorktown; whether in the dark days of Valley Forge, or when he was President and had to endure all the attacks of calumny, it was his constant thought, his highest idea, that he was to serve his country.

He served her largely without price; and he was content, after he had served her, to retire to Mount Vernon for a few hours of rest and repose before he went to his great reward.

What Washington did in that age another did in a later age, and in the day of our country's supremest anguish. He was born of that class which we call poor and humble; he had been reared in the swamps of Indiana, and had driven the mules along the towpath of the canals of Illinois. But from him came the message which was to be the guiding principle of the great United States in the great struggle. Perhaps it was to be all slave; he would desire it to be all free; but freedom or slavery for the negro, it must be the Union, one and inseparable, and she must prevail.

You have been permitted in this age of revived interest in his great career to see how that man grew from his humble beginning to stand at the very summit of this nation's life because he desired, out of his humility, to stand firmly to the principle that the humblest man might bring forward the greatest service that might be rendered to his country. Men might call him presumptuous; men might hate him; yet remember that he stood ever for the highest. He desired to serve his country and he was ready whenever and wherever the hour for service might strike.

You know how dark and melancholy were those days of triumph, because the triumph was over his brethren. Oh, how dear to us must be the memory of a man who was a simple man as we are, whose origin was not splendid, who was chosen from among the poor! Well has the great poet written:

Great captains, with their guns and drums,  
Disturb our judgment for the hour,  
But at last silence comes;  
These all are gone, and, standing like a tower,  
Our children shall behold his fame,  
The kindly, earnest, brave, foreseeing man,  
Sagacious, patient, dreading praise, not blame,  
New birth of our new soil—the first American.

And as we think of him, what he was, and as we think of this great land of ours, which was ours because he made it ours, like a hundred others in humblest service, it becomes us all for each man to ask what is the service that he can render to his country; what is that service, and with what purpose should it be rendered. The service of willingness it must be, for service without its inspiring purposes will never amount to anything.

If those men who came to America had been contented to live as dependents of the King; if those men of the Revolution had been contented to leave it to the citizens of Boston and New York, and finally to take ship and return to England; if the men in the hour of our country's need at any time had been ready to leave to those of the highest places the work that must be done we would not have the long story of the simple men and women who have made America a motherland for the oppressed. We would not have the story of those who dared to face the soldiers of Great Britain on the day of Lexington. We would not have the story of those simple western men who came over the mountains of Virginia and North Carolina and felled down trees and opened forests.

It is our simple men and women who must fight against the organized armies of unrighteousness. If men were to be overawed by the powers that war against them and the limitations that bind them we might never have had a Lincoln to strike off one by one the shackles that bound him; first, the shackles of ignorance, then of poverty, then of local prejudice. He never would have risen to be the leader of a great nation.

Every one of us can do his little part as Lincoln did his, though we may not here see our reward, or though that reward may be, like his, a martyr's crown. We may have all that represents what Washington enjoyed or all that represents what Lincoln, alas! never enjoyed. We can do something in the world; we can, better still, be something in the world, though we all have our limitations. Oh, how much every human soul must deplore his limitations! How he must agonize under his limitations! How he must tremble to see the little thread of water in the great dike which kept the great river from rushing over the land. As the great Mississippi bursts its bounds and surges over those beautiful plains, so it is that, again and again, the waves sweep over our hearts and souls; but if we remain true to the idea that we, as a people, have always maintained, that everyone owes his service to the State when the moment of opportunity comes, we will never be less than our own masters; and no other people need ever despair because of class and caste and those other limitations which hedge in the soul and keep men down.

I often feel that it is the physical limitations that are so hard to bear. I have so often felt that the dear mother whom I call mine is so shut in because she can not hear, and so many things that would delight her must pass her by, but after all, she has been able to raise songs of praise that so much of joy was hers.

How much did those men do and overcome who built their homes in the wilderness! As we see the vine-clad slopes of the beautiful Hudson, crowned with the beautiful homes of wealth, common enough now, but never known to those who built the first foundations there, we think of this.

Limited as you may be, you may yet plant a little tree which eventually shall grow so broad and spread its limbs for the delight of those who may come after. Even the most uncultured may do this.

College training is among us too much an end, too much an object in itself. We feel that if we are college bred we are promoted into the higher circle; but after awhile we realize that the man who has not appreciated his college training, who has not lived up to the higher opportunity of his profession, is less lifted up than cast down by that profession he has discredited. It is the same with the man in

high office; if he doesn't make it his business to fulfill the duties of that office so that he shall honor the office, instead of expecting the office to honor him, he has discredited not only the office but his country and its very institutions.

Oh, how great are these influences! Oh, how wonderful the opportunities of a life under the conditions in which we live! And we are looking up to those influences. We are realizing not only the solidity of our nation, but we are realizing that it is the individual that makes the family possible, the family that makes the city possible, the city that makes the country possible, and the country that makes the State possible.

After all, the responsibilities are upon the individual, and those who resolve to serve the State should realize that the great motive forces of civilization are the thoughts of duty that should lie in the soul of the individual.

Let us not be confused by the constant cry that we are degenerating. When the war broke out how many said that the men who walked Fifth avenue would never repeat the deeds of those whose names they bore. And yet how many went out of the cities into the fields of action and proved that the forces of American life had not run low. And to-day we are hearing more and more the cry that our institutions are in danger because the people of our country do not love them and are not willing to give their lives for them.

But this is not so any more than it was then, and if necessity should arise we would have the same proof that we had then, for we realize more and more that life is but a circle, and that the circle is not only obligation to ourselves, but to others, and through them to the State.

The exercises of the afternoon were closed with the benediction by the Rev. Thomas Gallaudet, D. D., rector of St. Ann's Church for Deaf-Mutes, New York.

Degrees were conferred at the close of the term in accordance with the recommendations of presentation day.

#### RECEIPTS AND EXPENDITURES.

The receipts and expenditures for the year under review will appear from the following detailed statements:

#### SUPPORT OF THE INSTITUTION.

##### RECEIPTS.

Balance from old account.....	\$64.23	Manual-labor fund.....	\$704.59
From the Treasury of the		Hay.....	31.40
United States.....	65,000.00	Old metal.....	16.77
Board, tuition, and room rent.	4,966.67		
Work in shop.....	79.45	Total .....	70,863.11

##### EXPENDITURES.

Salaries and wages.....	\$39,375.26	Hardware.....	\$280.33
Miscellaneous repairs.....	1,117.76	Plants, seeds, tools, etc.....	469.87
Plumbing, sewerage, etc.....	891.45	Blacksmithing.....	177.80
Household expenses, market- ing, etc.....	3,600.75	Carriage and carriage repairs	384.65
Meats.....	6,220.91	Ice.....	396.54
Groceries.....	2,912.10	Manure.....	300.40
Bread.....	2,301.89	Live stock.....	951.30
Butter and eggs.....	1,846.76	Harness and harness repairs	77.25
Medical attendance and nurs- ing.....	611.93	Incidental expenses.....	230.99
Telephone and electric clocks	204.99	Crockery, etc.....	297.85
Furniture.....	703.22	Stamped envelopes.....	43.60
Lumber.....	440.72	Auditing accounts.....	300.00
Dry goods.....	481.90	Gymnasium apparatus and instruction.....	294.72
Gas.....	1,160.00	Printing, etc.....	170.94
Paints, oils, etc.....	418.64	Expenses of directors' meet- ings.....	25.35
Fuel.....	2,751.76	Entertainment of pupils.....	26.40
Feed.....	768.10	Balance .....	11.33
Medicine and chemicals.....	167.85	Total .....	70,863.11
Books, stationery, and school apparatus.....	328.80		

## EXTENSION AND FITTING UP OF BUILDINGS.

Received from the Treasury of the United States .....	\$2,000.00
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## EXPENDITURES.

Lightning rods .....	\$92.50	Steam heating .....	\$347.00
Mill work .....	129.96	Gas engine .....	456.00
Labor .....	304.90	Lumber .....	64.01
Brickwork .....	247.63		
Plumbing .....	358.00	Total .....	2,000.00

## SPECIAL REPAIRS.

Received from the Treasury of the United States .....	\$3,765.00
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## EXPENDITURES.

Plumbing, etc .....	\$138.15	Lightning rods .....	\$102.60
Painting .....	470.00	Lumber .....	158.53
Carpentering .....	160.40	Mill work .....	209.48
Paper hanging .....	320.60	Repair of roofs, etc., damaged by hurricane .....	765.00
Asphalt roads .....	470.37		
Mason work and plastering .....	485.50	Total .....	3,765.00
Concrete work .....	184.37		

## ESTIMATES FOR NEXT YEAR.

The following estimates for the fiscal year ending June 30, 1899, have already been submitted:

For the support of the institution, including salaries and incidental expenses for books and illustrative apparatus and for general repairs and improvements, \$67,000.

For repairs to the buildings of the institution, including plumbing and steam-heating apparatus and for repairs to pavements, \$3,000.

The small addition asked for current expenses, \$2,000, is made necessary by the increased cost of many articles consumed in our domestic department.

## VISIT OF THE PRESIDENT TO EUROPE.

During the past year the president of the institution was authorized by the board to visit Europe, chiefly for the purpose of assisting, as he had been invited to do, in an effort now being made in England to establish a college for the deaf similar to that which was founded here in 1864.

The president was also authorized by the board to present to boards of management of schools for the deaf and others interested in promoting the education of the deaf in Europe a message, signed by the officers and directors of this institution, conveying information concerning the methods pursued in this institution and in the other schools of the country.

A report from the president to the board, giving a full account of his mission, will be found in the appendix to this report.

All of which is respectfully submitted by order of the board of directors.

EDWARD M. GALLAUDET, *President.*

Hon. C. N. BLISS,

*Secretary of the Interior.*

## APPENDIX A.

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### COLUMBIA INSTITUTION FOR THE DEAF AND DUMB,

*October 1, 1897.*

GENTLEMEN: I have the honor to report that, as authorized and directed by your resolutions of February 17 last, I have spent three months in Europe, going early in May and returning in August.

I attended the Congress of the British Deaf and Dumb Association, held in London August 3-10, and the Biennial Conference of Teachers of the Deaf in Great Britain and Ireland, held in Glasgow July 28-30.

At the London congress I delivered an address, a copy of which is herewith submitted.

At the Glasgow conference I spoke briefly of my recent visits to schools for the deaf on the Continent, and with adult educated deaf-mutes in the prominent continental capitals.

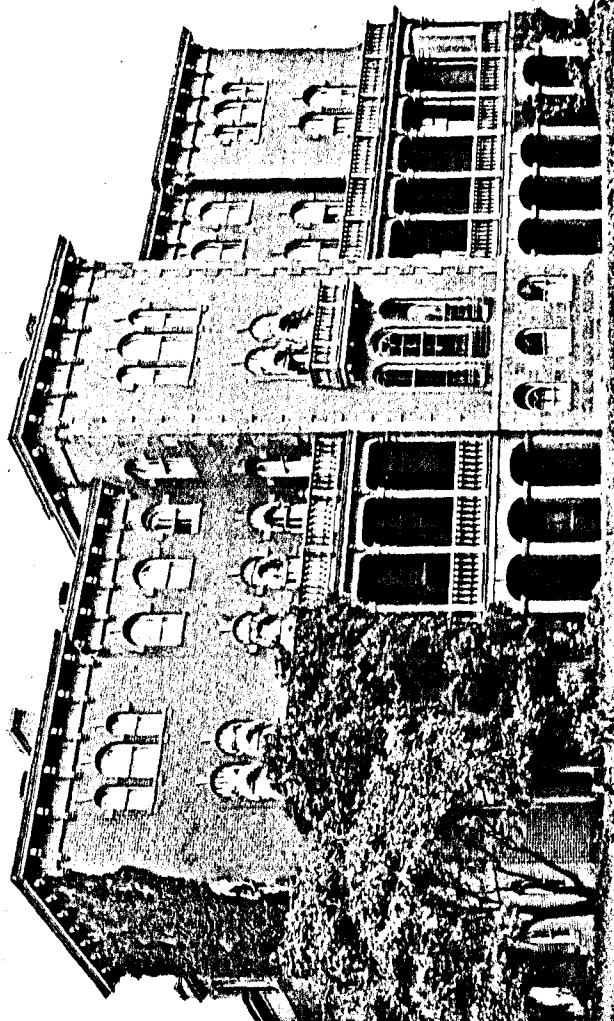
Accounts, in some detail, of the London congress and the Glasgow conference, as also of my meetings with the deaf and their teachers on the Continent, will be found in a letter I published in a recent number of the American Annals of the Deaf, a copy of which is herewith submitted. In this letter there is also a statement of the general distribution, as directed by you, of the "Message to all interested in promoting the education of the deaf in Europe, from the Columbia Institution," a copy of which is hereto appended.

One of the important objects of my visit to Europe was to secure information that might be of assistance in confirming or modifying the conclusions we have reached as to the relative values of methods of educating the deaf.

It will be remembered that in 1887 I made, under your authority, an extended examination of schools for the deaf in Europe, a full account of which was published in connection with the tenth annual report of this institution.

In the forty-four schools then visited essential differences in the methods of instruction employed were observed which led to the following classification and designation, viz:

(1) The natural (manual) method, founded by the Abbé de l'Epée in France in 1760, "based on a free use of the natural language of the deaf-mute, that of pantomimic gestures; employing this, however, as a means only to the end in view, which is the induction of the mute to society by making him acquainted with the vocabulary, the grammar, and the idioms of his vernacular, thus empowering him to read understandingly and write correctly the language of the country where he resides. The extent of education which may follow this great aim of the natural (manual) method depends, of course, only on the means, disposition, and talents of the pupil."



DORMITORY FOR FEMALE STUDENTS AND PUPILS.

(2) The artificial (oral) method, founded nearly simultaneously by Samuel Heinicke in Germany and Thomas Braidwood in Scotland about the year 1760, which "has for its principal aim the development by unnatural processes of the power of speech, and the training of the eye of the mute to perform, as far as possible, the part of the palsied ear, by discerning the meaning of spoken words from the changes in position of the vocal organs. The natural language of the mute is, in schools of this class, suppressed as soon and as far as possible, and its existence as a language capable of being made the reliable and precise vehicle for the widest range of thought is ignored. The extent of intellectual culture opened to mutes under this method is less within a given number of years than that afforded by the first method.

(3) The combined system. Under this head were classed "those institutions which are endeavoring (1867) to combine the two methods just described, recognizing the utility of the sign language at every stage of the course of instruction, and at the same time including a greater or less degree of attention to spoken language. Here will be found many schools where the value and practicability of teaching articulation was once wholly denied and the system of 'artificial speech' vehemently denounced; while, on the other hand, institutions organized and for many years conducted on the principles laid down by a man who declared 'that all other methods than his own (that of articulation) were useless and pernicious, and no less than delusive folly, fraud, and nonsense,' are now found recognizing and employing the natural language of the mute to a degree which assigns them a place in this third classification."

A comparison of results attained in the schools visited compelled me to give a decided preference to the combined system, and the recommendations I was led to make at that time (1867) were for the general adoption of such a system in the schools of our country.

That the scope and bearing of the term "Combined system," then made use of, I believe, for the first time, may be clearly understood, I will quote a paragraph from the report of thirty years ago:

In drawing conclusions from the examinations I have made of schools where I found this system prevailing it will be necessary to subdivide them into two classes—

A. Those institutions which make the sign language and manual alphabet the basis of their instructions, adding articulation to a greater or less extent.

B. Those institutions which make articulation the basis of their instruction, admitting signs freely to do the work which articulation fails to accomplish.

The use of pantomime and daetyiology is, of course, much greater in schools of Class A than in those of Class B, while much more time, in the aggregate, is spent upon articulation in the latter than in the former.

I have made it a special endeavor in my investigations to compare general results in the schools of these two subdivisions, and think I am justified in stating—

(1) That in schools of Class A (where articulation is attempted with all the pupils, e.g., at Paris, Milan, Brussels, St. Petersburg, and Stockholm) the percentage acquiring a really valuable degree of fluency in speech and lip reading is quite as large as in those of Class B.

(2) That in schools of Class B a considerable amount of time is thrown away in efforts to teach articulation to pupils whose use of speech and lip reading can never extend beyond the narrow circle of their teachers and intimate companions, with whom signs or the manual alphabet might form as convenient and a more certain and extensive means of communication.

(3) That in schools of Class A a considerable gain is therefore experienced of time applicable to the real education of the pupils, raising the standard of attainment at graduation, after terms of study corresponding in length, to a higher point than in schools of Class B.

(4) That in schools of Class B the sign language is more crude and imperfect, hence less valuable and precise when used, than in schools of Class A.

(5) That fluency of speech and readiness of lip reading is not superior in the best pupils of Class B to that exhibited by scholars of the same rank in Class A.

(6) That in schools of both classes the intellectual and moral development of the pupil is deemed to be the true aim in his education, the sign language being regarded as an instrument only to this, and articulation as a valuable means of communication between the deaf-mute and his hearing-speaking fellows, the imparting of which should be attempted in all cases when success is reasonably to be expected.

(7) That in both classes the necessity of using the sign language in affording religious instruction is admitted.

(8) That the presence among the deaf and dumb of intelligent children incapable of success in articulation and requiring to be taught by other methods is likewise universally recognized in the schools of the combined system.

The weight of the first five of these considerations leads me to accord to the schools of Class A, under the combined system, the merit of imparting to their pupils a greater aggregate of benefit within a given number of years than those of Class B, ascribing this result (1) to the greater discretion, which reduces the proportion of pupils receiving attention in articulation, and (2) to the fuller development and freer use of the natural language of the deaf-mute. In passing this judgment I wish to give all praise to the German teachers, under whose direction in every instance are found the schools of Class B, for the position they occupy in regard to the cardinal points of the old French system, and to express the hope that they will go still further and meet their brethren from the other side of the Rhine, already far advanced toward mutual agreement on a common platform, adopting all the good and rejecting all the evil of the once rival methods, thus securing for future generations a combined system of deaf-mute education which shall afford the greatest possible advantages to the greatest possible number of the stricken class of our fellow men, in whose behalf the hearts of Christendom move in a common sympathy.

In the "Message to all interested in the education of the deaf in Europe," the manner in which the general adoption of the combined system in the United States has come about is fully described and need not be repeated here.

Satisfied as I am of the unquestionable superiority of this system over either of the single methods employed separately, it was with no little regret that I observed in the course of my recent investigations in Europe that few schools took a decided and open stand in favor of a combination of methods. The effort was general on the part of officers of schools to maintain that ascendancy of the oral method which has been secured on the Continent of Europe within the last twenty years.

But opposed to this, there was brought to my notice the most remarkable unanimity and earnestness of opinion on the part of the educated deaf-mutes of Europe that the best education of their class was not secured by the practice of the oral method, they having themselves been trained thereunder, but that the combined system, as perfected in America, should be universally accepted and employed.

A number of teachers, also, working in oral schools, expressed opinions favorable to the combined system, but said they did not feel themselves at liberty to make such views public as long as the policy of the management of their schools was for the single oral method.

The interesting interviews I had with large numbers of adult deaf-mutes out of school for several years and with teachers actually engaged in their work will be found fully described in the papers transmitted herewith.

This testimony of the educated deaf—the most competent witnesses to be found where methods are on trial—deserves, I think, to be accepted as conclusive. That it will exert an effective influence on the adjustment of methods in Europe, sure to take place in the near future, I have no doubt.

In my recent investigations in Europe I met with nothing which leads me to different conclusions as to methods from those reached thirty years ago, with the single exception that my estimate as to the practical value of speech to the deaf after leaving school is modified by the testimony of the deaf themselves on this point.

I was more than a little surprised that many intelligent deaf-mutes, who seemed to me to speak fairly well, should say that their speech was really of small practical service to them.

I would not be led by this to advise any diminution of effort in our schools to impart speech to our pupils, but I should certainly recommend that a higher standard of success be set, and that with children falling below that standard oral instruction should be abandoned.

At many points in Europe great interest was manifested in our college, and the wish was expressed in all the countries visited that they might have schools of similar grade.

The effort for a college for the deaf in Great Britain is taking definite shape, and there is good reason to hope for success at an early day.

Very respectfully, your obedient servant,

EDWARD M. GALLAUDET, *President.*

The BOARD OF DIRECTORS OF THE  
COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

## APPENDIX B.

### PRESIDENT GALLAUDET'S ADDRESS DELIVERED IN LONDON, AUGUST 4, 1897.

The President, Members of the British Deaf and Dumb Association, Ladies and Gentlemen: I esteem it a high honor to have been invited for the second time to take part in the discussions of one of your congresses, and a great privilege to be permitted to lend a hand in promoting the cause of the education of the deaf in that land which will ever be dear to all Americans, the mother country of the English-speaking race.

And I have keen pleasure in offering you hearty greetings from your cousins across the sea, and assurances that in every undertaking upon which you may enter for the betterment of the condition of the deaf you will have ready sympathy and earnest cooperation from the other side of the ocean.

We feel in America, as no doubt you do in the United Kingdom, that in the great work of education, to be satisfied with existing results is to fall backward; and especially that in the training of those who are handicapped by natural disabilities, as the deaf are, unremitting effort should be made to secure and apply the best and most advanced methods of instruction that the highest skill of man can devise. And we urge with the same earnestness that when methods or features of methods are found to be ill-adapted to the capacities of any considerable portion of a class like the deaf no force of custom, pride of nationality, professional vanity, nor any prejudice whatever should stand in the way of the abandonment of such methods and the prompt substitution therefor of those which experience proves to be the better.

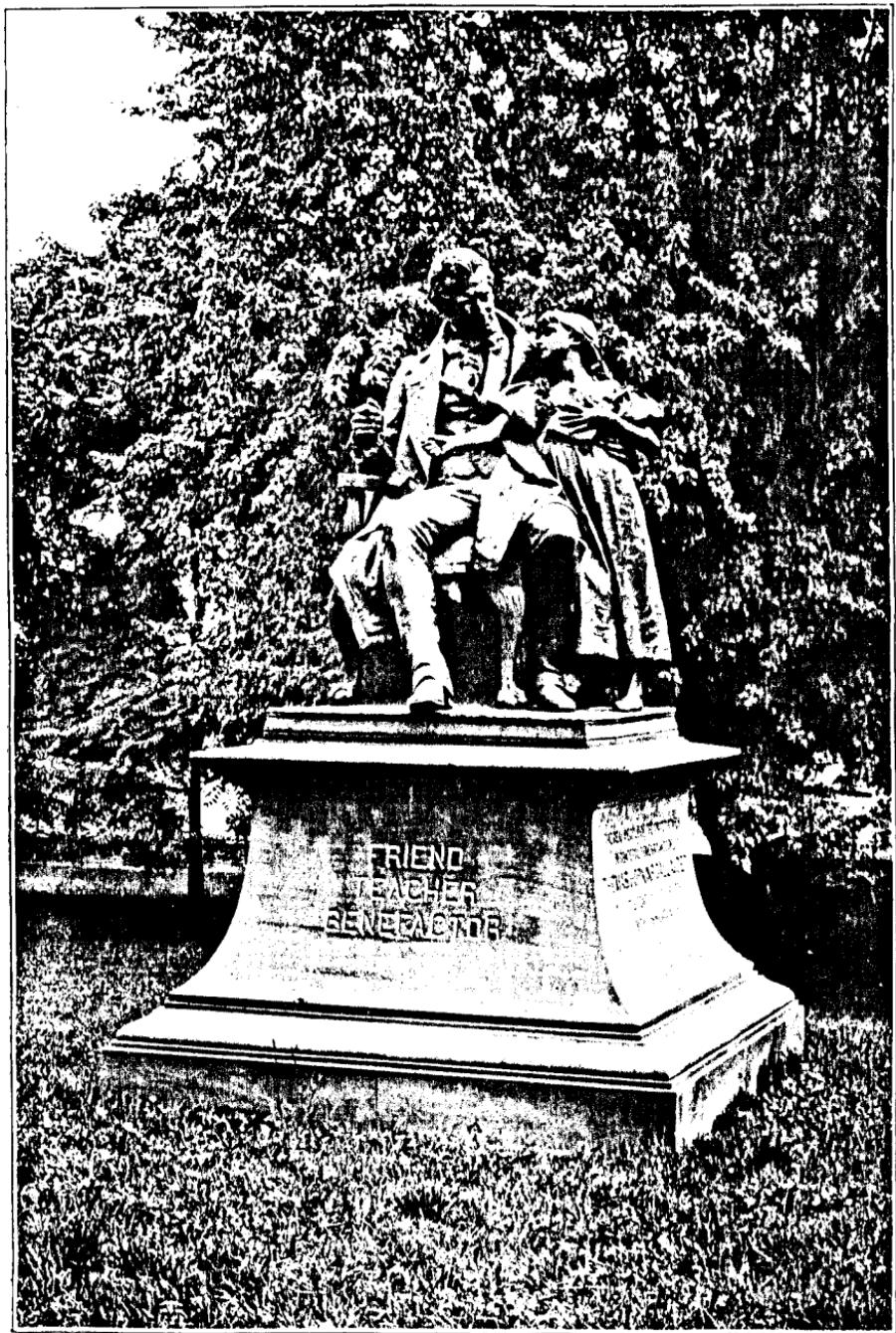
The solution of the question of methods in the education of the deaf has been attended, as you are well aware, with peculiar difficulties. The differences of the great pioneers, de l'Epee, Braidwood, and Heinicke, are too familiar to need to be rehearsed here. So intense was the personal interest they took in their respective ways of teaching that a pedagogic strife was begun among them, which continued while they lived, and which various causes have combined to keep up to this day.

But the attitude of their successors is more than a little singular. In many of the schools in which the method of Heinicke and Braidwood is followed certain features of the method of de l'Epee are to be found, as I shall show later on. Many German teachers privately admit the value of these modifications of their old ways of teaching, but the public policy of the pure oral schools seems to be dictated by a comparatively few leaders, who are bound to maintain as long as they can the method of Heinicke, pure and unadulterated.

Among the disciples of de l'Epee, on the other hand, and notably in America, few, if any, are found to-day who hold to the manual method to the exclusion of all others. All the schools in the United States which thirty years ago were conducted on this method now give instruction in speech to a large proportion of their pupils, and the effort is made everywhere to impart the power of speech to all who are really capable of acquiring it. But none of the schools of America that were formerly manual schools have become pure oral schools, while one, now the state institution of Maine, which existed for sixteen years as an oral school, has lately adopted the combined system, the results under the pure oral method having been found unsatisfactory by its managers.

In an address I had the honor of making to your association six years ago at its Glasgow meeting, I undertook to present certain considerations to prove that the education of the deaf could be best achieved only under a system which adopted in a judicious combination the plainly useful features of all methods. Without repeating any of the statements or arguments I brought forward in that address, I will ask your attention to certain matters that have come to my knowledge since the time of your Glasgow meeting which go to confirm most forcibly the views I then felt justified in expressing.

Within the past five years I have been appealed to in a surprisingly large number of cases by parents of deaf children, the results of whose education under the pure oral method had proved unsatisfactory. These children were not of low mental



STATUE OF THOMAS HOPKINS GALLAUDET, FOUNDER OF DEAF-MUTE EDUCATION IN AMERICA.

capacity, nor had they failed to acquire the power of speech. In several cases, even, they were thought by their teachers in the pure oral schools to be marked illustrations of the success of the oral method. But their parents felt otherwise, and considered that the value of their children's attainments, the chief of which was an imperfect power of vocal utterance, fell far short of being an equivalent for the time and money expended in securing them. These parents, having learned that a broader system of educating the deaf was to be found, came to me as one of its supporters for counsel and aid in securing the better education of their children.

Several of these youths have been received into the institution over which I have the honor to preside, and their parents have expressed the liveliest satisfaction at the improvement they have made under the combined system.

The change of method by the school of the State of Maine deserves more than the passing mention I have just given it. The institution was founded as a day school on the pure oral method. For sixteen years it was under the direction of a lady who had an international reputation as a successful teacher of speech. At the time of her death, which occurred three years ago, the managers of the school took pains to make a careful examination of the condition of the pupils. They were led by what was revealed in this investigation to visit the two most prominent schools of New England, in one of which—that at Hartford, Conn.—the combined system was practiced under very favorable conditions; the other—that at Northampton, Mass.—being probably the best example of a pure oral school to be found in America. The committee visiting these schools, composed of men of high intelligence, looked critically into the work of instruction, and were able to compare the results attained in each. Their report was strongly and unanimously in favor of the adoption of the combined system in the Maine school. The change was made three years ago, and in frequent reports since that time the managers have declared their entire satisfaction with the effects of the "broader and more elastic system."

You are doubtless aware that in the summer of 1893 many international congresses of specialists were held at Chicago in connection with the World's Columbian Exposition. One of the most interesting of these brought together a large number of educated deaf-mutes from many nations. The greater part were, naturally, from America, but Europe was well represented. Most of the European delegates, and many from America, had received their education in pure oral schools. Many matters of interest concerning the education and general welfare of the deaf were ably discussed, but none more so than the question of methods.

The sentiment of the Congress was finally expressed by the unanimous passage of resolutions urging that the combined system be introduced into all schools in which it was not then practiced. Three years later an international congress of deaf-mutes was held in Geneva, at which few, if any, American delegates were present, but in which the States of Europe—notably Germany, the stronghold of the oral method—were fully represented. The action of this congress, a majority of the members of which were graduates of oral schools, was equally pronounced with that of the Chicago congress in favor of the combined system. A prominent and highly educated deaf-mute holding a position in the department of statistics in Rome was authorized by the minister of public instruction of Italy to make a report of the proceedings of this congress. The position taken by this man, a graduate of one of the schools of Milan, was in entire accord with the conclusions of the congress.

Of equal importance with the action of these two congresses of educated deaf people is the testimony of upward of 300 German deaf-mutes who joined in a petition some three years ago to the Imperial Government for the general introduction of the combined system into the schools for the deaf in their fatherland. These deaf people had all been educated in oral schools and had become aware in their own painful experiences of the limitations and insufficiency of the method which has had full sway in Germany from the days of its founder.

It argues nothing against the convincing force of this petition that it found no favor at the hands of the Government officials, for it is well known that they were influenced to throw it aside by prominent teachers who were unwilling to acknowledge that their favorite method was in any degree a failure. And I will presently show that the efforts of the intelligent, educated deaf-mutes of Germany to secure reforms in their schools have not come to an end with the rejection of their petition to His Imperial Majesty Emperor William II.

In all the large cities and towns of Germany associations of the deaf exist, and are active in endeavoring to promote the welfare of their class. Some of them have mutual benefit features, and considerable funds have been raised for various benevolent purposes, such as the care of the aged and infirm, the providing of homes at low rents, life insurance, and the like. Those who manage them are men and women of much more than ordinary intelligence—persons well able to judge of the merits and demerits of the methods of instruction on which they were educated.

On the invitation of some of these "Taubstummen-Vereins," I have recently visited several prominent cities of Germany and Austria, and have been the guest of

these associations, meeting their officers and members in free and friendly consultation. In Italy, Switzerland, and France such societies exist as well, and in the cities of Vienna, Breslau, Berlin, Leipzig, Frankfort on the Main, Geneva, and Paris I have come into personal contact with about 400 adult deaf-mutes, with very many of whom I have conversed freely in the only true world's language—that of natural gestures.

In Paris a conference of the educated deaf was held on one day and a banquet given me the following day. In Breslau I was met on arriving at the station with a delegation of the verein of that city, and in the evening was formally received at a "Commers" by more than a hundred deaf-mutes.

In Leipzig, at a banquet given in my honor and attended by some two hundred, I received letters and telegrams of friendly congratulation from associations of the deaf in Brunswick, Zittau, Munich, Vienna, Altwasser, Bonn, Cologne, Worms, Cassel, Altona, Frankfort on the Main, Plaenau, Goerlitz, and Nürnberg.

I may be pardoned, I trust, for alluding so particularly to these demonstrations in my behalf, for I consider that they were given to me merely as the representative and well-known champion of a system with which those who gave them were in sympathy.

In all the gatherings of the deaf I had the pleasure of attending expressions in favor of the combined system were earnest and unanimous. The value of speech as an accomplishment and as a thing of use within a limited range was fully recognized. No suggestion was made that the teaching of speech should be abandoned, but it was everywhere urged that a judicious employment of the language of signs in the training of the deaf quickened intellectual development, helped to overcome many difficulties, afforded a valuable means of communication between teacher and pupil, and added greatly to the happiness of the deaf.

Many deaf persons with whom I conversed assured me that an exaggerated idea prevailed as to the extent to which the orally educated deaf made use of speech after leaving school. But very few, they said, could really converse at all with hearing people. The utterance of the great majority was so imperfect as to be understood with great difficulty, except by the most intimate friends, and the result was that speech was practically abandoned and the deaf limited for social intercourse to their own class, among the members of which the language of signs was the chief means of communication.

In Geneva I met with two prominent deaf-mute men the incidents of whose experience are especially pertinent to the present discussion. They were the president and secretary of the Geneva International Congress of Deaf-Mutes, of which mention has been made. One was educated in a German-speaking pure oral school by a teacher personally known to me to be one of the most enthusiastic and successful oral teachers in Europe. The other received his school training in the south of France under a pure oral teacher, also personally known to me, of deserved renown and success. Both had married hearing wives, and it would seem that if ever the oral method were to "restore its subjects to society" these men would at least in the society of their wives have made speech their means of common communication. But both assured me that by their own preference and that of their wives they conversed by signs with them, and that their children spoke mostly to them by gestures. These men were earnest in their support of the combined system, and in the declaration that the value of speech to the deaf in actual life was greatly overestimated.

I have spoken at some length of the present attitude of the educated deaf of the continent of Europe on the question of methods, because I feel, as I think will be generally admitted by unprejudiced people, that the testimony I have brought forward from them is unanswerable and ought to be regarded as conclusive. But it is not alone from the deaf themselves that I have discovered signs of a coming reform in methods in places where oralism has borne undisputed sway for many years.

In my recent tour on the Continent I have visited sixteen prominent schools for the deaf in Italy, Austria, Germany, Switzerland, and France—all, with a single exception, so-called oral schools.

By more than a few head masters and teachers has the opinion been expressed that in many cases the oral method taken by itself was not successful. In many schools I found signs more or less used, and it was with great satisfaction I learned that in the oldest school in Germany—that founded at Leipzig by Heinicke—gestures were used in giving religious instruction and in addressing the whole body of pupils. And yet the speech in this school was fully equal to that in schools where the rigid suppression of signs was attempted.

Herr Voigt, the distinguished head master of this institution, at the banquet given in my honor by the Taubstummen-Verein, made an address in which he used signs and speech *pari passu* to the evident gratification of many of his former pupils who were present.

I was assured by more than one German teacher that many of the instructors of

the deaf in that country sympathize with the opinions which prevail in America, but feel a natural hesitancy in expressing such feelings publicly so long as the "powers that be" continue favorable to the pure oral method.

That they may not so continue, if a strong pressure for a change is kept up by the deaf themselves, is evident from certain very pointed admissions recently made by a man of no less prominence than Herr Eduard Walther, head master of the Royal Institution for the Deaf and Dumb at Berlin, and editor of the *Blätter für Taubstummenbildung*, a leading educational journal of Germany. Mr. Walther has very recently added to the literature of our profession an important work, entitled *Handbuch der Taubstummenbildung*, a volume of 756 pages octavo. [E. Stanke, Berlin, 1895.]

The American Annals of the Deaf reviews Mr. Walther's work as follows:

"Mr. Walther is an advocate of the oral method—the German method he prefers to call it—but he is not an extremist. He regards the sign language as the natural language of the deaf-mute, and admits its 'inestimable advantage' as a medium of communication before spoken language is acquired and as a means of intellectual and moral development. He believes that no person is fit to be a teacher of the deaf who is not thoroughly acquainted with it. If it were possible to confine its use within narrow limits he would be in favor of giving it a recognized place in the course of instruction. But, inasmuch as experience has shown that even its moderate use exposes teachers and pupils to the danger of using it to excess, he advocates its repression as much as possible during the pupil's school life. He does not, however, attach very great importance to this point. 'The repression of the sign language is good; faithful work is better,' is the sentiment with which he concludes his discussion of this subject.

"Mr. Walther makes no extravagant claims for the results of the oral method, and he has only words of condemnation for those who do. 'Since it is hardly possible,' he says, 'that they deceive themselves, their object must be to deceive others.' In that deception he, as an honest man, will have no part. 'We must openly and candidly confess,' he continues, 'that all we can do is imperfect work. What nature has lavishly bestowed upon the hearing person we can not give to the deaf-mute. We can not bestow upon him a power of speech which, in clearness, euphony, and extent approaches that of hearing persons. We can not give him a means of understanding the speech of others which is anything more than a meager substitute for hearing, for his practice in speech at school is limited to a few hours daily, and is still further limited by the difficulty and uncertainty of his comprehension of what is said.' But Mr. Walther heartily believes in teaching speech, and in making it the means as well as the chief end of instruction, 'not only for its intellectual, but also for its eminently practical value.'

A little study of these utterances of Mr. Walther's makes it clear that it is only necessary for him to free himself from some of the very natural influences of long-established custom, and to make a slight readjustment of his views as to the relative value of speech and the language of gestures, in order to become an adherent of the combined system.

And when a very few men of Mr. Walther's prominence in Germany shall have conceded a little more than he has done, that revolution of sentiment and change of practice so ardently desired by the educated deaf themselves will soon become an accomplished fact.

That this happy event may not be long delayed is the earnest desire and prayer of those who recognize in a combined system the means of a broader and more complete training for the deaf than can be afforded by any single method.

And now, turning from the discussion of methods, a subject always of first importance to the deaf and their friends, let me invite your attention to the other topic on which I have been asked to speak, the practical working out of which in America has commanded my attention for the past thirty years—the higher or collegiate education of the deaf.

When it was proposed in 1861 to establish at Washington a college for deaf-mutes, a school only slightly lower in grade than your universities, many doubted the capability of the deaf to receive the training of such a school, still less to profit by it. More than a few questioned the propriety of spending money for an education which they were sure could be of no practical value, and there were those who did not hesitate to characterize the scheme as one which would lift the deaf "out of their sphere," only to make them discontented and unhappy. Very many even of our teachers of the deaf felt that the schools then existing in our country were giving the deaf all the education they needed to fit them for the positions in life they were capable of filling. And this opinion I heard expressed as to the schools in Germany at the present time by one of the most prominent head masters in that country when introducing me, a few weeks since, to the members of his advanced class.

I confess it was something of a shock to me to hear in a country in which such splendid facilities for the higher education are afforded to those blessed with all

their faculties, that those whom "the finger of God hath touched," but whose minds thirst for knowledge equally with their more favored brothers and sisters, were to ask for no further mental development than would fit them for positions but little higher than those of "hewers of wood and drawers of water."

Happily for the deaf of our country no such illiberal views prevailed, and Congress, in 1864, was induced to begin a series of appropriations, which have continued until we have in Washington an institution with ample grounds and commodious buildings, a corps of skilled professors and instructors, and all the essential appliances for conducting the most intelligent deaf young men and young women of our country through a five years' course of study in which they can be well grounded in the ancient and modern languages, the higher mathematics, the natural sciences, general history and literature, philosophy and sociology, with a choice of technical studies, such as practical chemistry, engineering, architecture, and certain applications of the arts to industry.

The success of our undertaking has justified beyond all question the wisdom of those who devised and proposed it to Congress.

Five hundred and eight young men and young women have received the training of the college, and have proved by their intellectual development that deafness presents no obstacle to a very high degree of mental culture.

The practical advantages of the higher education to these young people have been marked and great, as will be shown by an enumeration of some of the occupations that have opened to them in consequence thereof.

In 1893 the following report was made:

"Fifty-seven who have gone out from the college have been engaged in teaching; four have entered the Christian ministry; three have become editors and publishers of newspapers; three others have taken positions connected with journalism; fifteen have entered the civil service of the Government—one of these, who had risen rapidly to a high and responsible position, resigned to enter upon the practice of law in patent cases in Cincinnati and Chicago, and has been admitted to practice in the Supreme Court of the United States; one is the official botanist of a State, who has correspondents in several countries of Europe who have repeatedly purchased his collections, and he has written papers upon seed tests and related subjects which have been published and circulated by the Agricultural Department; one, while filling a position as instructor in a Western institution, has rendered important service to the Coast Survey as a microscopist, and one is engaged as an engraver in the chief office of the Survey. Of three who became draftsmen in architects' offices, one is in successful practice as an architect on his own account, which is also true of another, who completed his preparation by a course of study in Europe; one has been repeatedly elected recorder of deeds in a Southern city, and two others are recorders' clerks in the West; one was elected and still sits as a city councilman; another has been elected city treasurer and is at present cashier of a national bank; one has become eminent as a practical chemist and assayer; two are members of the faculty of the college, and two others are rendering valuable service as instructors therein; some have gone into mercantile and other offices; some have undertaken business on their own account, while not a few have chosen agricultural and mechanical pursuits, in which the advantages of thorough mental training will give them a superiority over those not so well educated. Of those alluded to as having engaged in teaching, one has been the principal of a flourishing institution in Pennsylvania; one is now in his second year as principal of the Ohio institution; one has been at the head of a day school in Cincinnati, and later of the Colorado institution; a third has had charge of the Oregon institution; a fourth is at the head of a day school in St. Louis; three others have respectively founded and are now at the head of schools in New Mexico, North Dakota, and Evansville, Ind., and others have done pioneer work in establishing schools in Florida and in Utah."

In 1891 a normal department was established in connection with the college, the object of which is to train a few well-educated young men and women each year in both the manual and oral methods of teaching the deaf. The students in this department are not deaf-mutes. Consequently they are able to render valuable service in the correction and development of the speech of the regular students of the college.

Twenty-six young men and six young women have been trained in our normal department, a majority of whom, having received the bachelor's degree in other colleges, have been made masters of arts at the conclusion of their course with us.

The regular students of our college receive degrees in the arts, in science, letters or philosophy, according to the courses of study which they have pursued.

The liberality of Congress in providing nearly all the funds needed for the upbuilding and support of the college has been marked from the year of its establishment.

Suitable grounds and temporary buildings were provided by Congress before the

<sup>1</sup>This young man prepared, two years ago, a complete set of plans and specifications for a dormitory for our institution, in accordance with which the building was satisfactorily erected.

college was opened; and, from time to time, additions have been made, until the aggregate of the benefactions of the Government for grounds and buildings exceeds half a million of dollars.

The annual appropriation by Congress for the support of the college is over \$50,000, and 60 poor students from different parts of the country are received without charge for board and tuition. The number of students under instruction in 1896 was 112. After what has been said as to our opinions concerning methods, it is hardly necessary to add that the teaching of the college is on the combined system.

Opportunity is given to every student to learn to speak, and frequent drill in speech is afforded to all who need and desire it. Much intercourse between students and their instructors and among students themselves is by speech.

The chief use of the sign language is in public lectures and addresses. The manual alphabet is largely employed in conducting the recitations of the class room, for the reason that it is believed to furnish the best means of quick and accurate communication for work in which an entire class can take part understandingly.

In taking account of the benefits growing out of the establishment of a college for the deaf in any country, one must not stop with an enumeration of the practical advantages, such as I have just given.

If the mere consciousness of increased intellectual power, of an enlarged mental vision, of a growing store of knowledge, is a source of happiness to one possessed of all the natural faculties, what must this be to those who are to live all their years handicapped by the sore disability of total silence?—a trial, the magnitude of which we, more favored, can never even approximately realize. So, if the higher education of the deaf were to do no more for them than merely to add to their happiness, is it not theirs by every consideration that can move a generous spirit?

There is still another beneficent result to be considered: The simple fact, known generally in the schools for the deaf, that there is a college to which those who are studious and successful may hope to be promoted, acts as a stimulus to better work all along the line.

And, furthermore, in the community of the deaf it is a consolation to hundreds who can not, for various reasons, enter the college that there is such a school for their class. And again, the graduates of the college, by their higher intelligence, are capable of exerting, and do exert, among the deaf in all communities an influence for good.

At an international congress of deaf-mutes held in Paris in 1889 a large number of American delegates were present. Nearly all of them were graduates of the college at Washington, and their influence in the congress, which was marked, did much to rouse the sentiment which is now making itself felt in more than one European country in favor of the general establishment of high schools and colleges for the deaf.

I learn, Mr. President, with the liveliest satisfaction, that a committee of the British Deaf and Dumb Association is now engaged on the formulation of a scheme to provide at an early day for the higher education of the deaf of the United Kingdom, and I need hardly say that the deaf of America, their teachers, and friends will watch with the most friendly interest the development of this undertaking.

That private benefactions or governmental aid can be had almost for the asking for such a heart-moving cause I entertain no shadow of a doubt. I shall go home to America fully expecting to hear within a short time that practical advances have been made toward the attainment of this worthy object, and shall hope to receive before many years have passed an invitation to be present at the formal opening of the college for the deaf of Great Britain and Ireland.

And now, Mr. President and members of the association, may I, in closing, allude briefly to the present condition of the general education of the deaf in my country, with especial reference to its bearing on the question of methods, which, as I have said, is always of first importance to the deaf and their friends?

The institution with which I have the honor to be connected celebrated in February last its fortieth anniversary.

To mark this event the Board of Management caused a message to be prepared, "To the boards of management of schools for the deaf, and to all interested in promoting the education of the deaf in Europe."

Copies of this message, signed by the President of the United States as patron and by the other officers of the institution, I have had the honor to present in person to the officers of many schools, of societies of the deaf, and to ministers of public instruction in several of the capitals of Europe.

The message has been translated into German, Italian, and French, and will be given general circulation in all European countries. Certain facts relating to the development of our college I have already given you. From that portion of the message which describes the changes that have taken place, and the system of educating the deaf now generally in vogue in our country, after thirty years of careful observation and experiment, I will make a few extracts:

"Up to the year 1867, fifty years after the first school was established, the manual

method prevailed in all schools, and very little speech was taught. But in that year several circumstances combined to call attention to oral teaching. Schools in which the oral method was to be exclusively used were established in New York and Massachusetts. In April of that year the President of the Columbia Institution was authorized by the board of directors to make an extensive examination of schools for the deaf in Europe, with the view of determining to what extent, if at all, it would be desirable to introduce the oral method into our institution. Forty-four schools were visited, and the report made to the board recommended strongly that every deaf child should be given the opportunity to learn to speak.

"The directors of the Columbia Institution invited a conference of the principals of all the schools in our country to be held in Washington in May, 1868, to consider the recommendations of their president in regard to speech teaching, and other matters of interest in the education of the deaf.

"Fifteen principals, one vice-principal, and two ex-principals, among whom were the most prominent and influential in the country, attended this conference.

"The policy of introducing the oral method was fully discussed, and the following resolution was unanimously adopted:

"Resolved, That in the opinion of this conference it is the duty of all institutions for the education of the deaf and dumb to provide adequate means for imparting instruction in articulation and lip reading to such of their pupils as may be able to engage with profit in exercises of this nature."<sup>1</sup>

"The effect of this action, along with the influence of the oral schools and their friends, gave a notable impulse to the cause of oral teaching, with the result that within a few years all the larger schools carried into effect the recommendations of the conference at Washington.

"In his examination of European schools in 1867, the president of our institution was impressed with the fact that the best results which came under his observation were attained, not by the practice of any single method, but by a judicious combination of the two which had for many years been rivals in Europe. He therefore recommended the general adoption of a combined system, in which the most valuable and efficient elements of the manual and oral methods should be retained; and that the use of these, respectively, should depend on the capacities and needs of those who were to be educated.

"Careful experiment in the older schools and frequent observation of results in the pure oral schools have led to a prevailing conclusion in the minds of teachers of the deaf in our country that a considerable proportion of the deaf, as a class, are not capable of success in speech. And a majority of our teachers are of the opinion that under many conditions certain features of the manual method may be made use of to advantage.

"These views were given an authoritative sanction at a meeting of the Convention of American Instructors of the Deaf, held in California, in 1886, at which advocates of both methods were present, by the unanimous adoption of a preamble and resolution which were made a part of the constitution of the convention, adopted at Flint, Mich., in 1895; and the convention has since been incorporated by a special act of the Congress of the United States.<sup>2</sup>

"The manner in which the oral teaching of the deaf has become general in our country is deserving of special notice.

"The purely oral schools, the first of which were established thirty years ago, have not become numerous.

"Out of the 55 public schools of the country only 5 sustain the pure oral method, and these 5 contain but 567 pupils out of 10,086 in all the public schools. But speech is taught in every one of the other schools, in connection with a greater or less use of features of the manual method. In the 50 public schools in which a combined system prevails, with a pupilage of 9,519, more than 4,000 pupils are taught speech.<sup>3</sup>

"From these statements two conclusions may be drawn: (1) That in the public schools for the deaf in the United States all the pupils are given the opportunity to

<sup>1</sup>This meeting was the first of a series of conferences of principals which have been held quadrennially in other institutions for the deaf, the discussions of which have done much to develop and unify the system of instruction in our country.

<sup>2</sup>The Convention of American Instructors of the Deaf is an organization, membership in which is open to all persons actually engaged in the education of the deaf. Its general meetings are held triennially, and local meetings may be held more frequently. Fourteen general meetings of the convention have been held with great profit at different points in the United States and in Canada.

An association is also in existence "to promote the teaching of speech to the deaf," which has had several meetings, the effect of which has been to heighten public interest in this feature of the education of the deaf.

<sup>3</sup>The 34 private and day schools average about 25 pupils each, having in all during 1896, 968 pupils, about one half of whom were in pure oral schools.

learn to speak, and (2) that with those who can not attain substantial success instruction in speech is not continued.

"The present attitude in our country, after 30 years of effort to supplant the manual method by the oral, is therefore unmistakably in favor of a combined system, in which the best effects of both methods may be secured."

And when I find, as I have recently done, that the position held by the great majority of instructors in my own country is sustained by the united voices of the educated deaf themselves on both sides of the ocean, I think I may properly claim for the combined system the support and approval of all who wish to give to the deaf the best education they are capable of receiving.

In one of the meetings I have recently had with the deaf, in a place I will not name, a teacher (not a deaf mute), with more zeal than knowledge or courtesy, interrupted me with questions, and with a declaration that his views were diametrically opposed to mine. He was an oralist.

I assured him that he was mistaken in thinking there was any wide difference between us, for the system that I upheld included everything that was of use in his method, and I added that I believed it was unnecessary to try to have more than everything.

So, since in the combined system everything may and ought to be included that can benefit any of the deaf, who can justly criticise or call it in question?

And now, my good friends of the British Deaf and Dumb Association, may I in conclusion, offer you my congratulations on what you have done and are purposing to do for your class.

No human satisfaction is so great as the consciousness of having done something for the benefit of our fellow-men. No quest of pleasure or pursuit of wealth, no seeking of glory or reaching after power can bring to the soul the comfort of which our noble Longfellow sings, with which you, and all who like you, unselfishly lend a hand where help is needed, may gladden your hearts daily:

"O, what a glory doth this world put on  
For him who with a fervent heart goes forth  
Under the bright and glorious sky, and looks  
On duties well performed and days well spent!"

"He shall so hear the solemn hymn that Death  
Has lifted up for all, that he shall go  
To his long resting place without a tear."

## APPENDIX C.

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### PRESIDENT GALLAUDET'S MISSION TO THE DEAF AND THEIR FRIENDS IN EUROPE.

UNITED STATES MAIL STEAMSHIP PARIS,  
*On the Atlantic, August 9-12, 1897.*

*To the Editor of the Annals:*

I know it is a little out of the ordinary for the Annals to publish letters, but in attempting to put into shape a narrative of some of my recent experiences in Europe among the deaf, in and out of schools, I find the epistolary form best suited to the story I have to tell, and so will venture to ask the suspension of your prevailing rule in my favor for this time.

I must also ask your indulgence, and that of your readers, for the frequent reference I shall be compelled to make to demonstrations of regard I have received in many quarters, assuring you and them that I have looked upon them as by no means personal, but as given to me because I happened, for the time being, to stand as a recognized exponent and champion of a cause in which the adult deaf-mutes of Europe are to-day most earnestly enlisted. Feeling thus, I shall not hesitate to speak freely of incidents, the relation of which might, under certain conditions, be taken as indicative of vanity. That nothing is further from my thought and feeling I am sure those who know me well will believe.

Since landing at Naples, on the 20th of May, I have visited seventeen schools for the deaf in the cities of Naples, Rome, Milan, and Como, in Italy; Gratz and Vienna, in Austria; Breslau, Berlin, Leipzig, and Frankfort on the Main, in Germany; Zurich and Geneva, in Switzerland; Paris, France, and Belfast, in Ireland.

In these schools, while I have seen much good work done, have heard excellent speech from many pupils, and have observed ready lip reading in many instances, I have found nothing essentially different from what fell under my notice thirty years ago, when I examined a much larger number of schools in Europe and visited eleven of the seventeen lately inspected.

In more than a few classes I noted that a number of pupils were not brought forward for exhibition, though most of them, with upraised hands, made known their desire to be heard. The utterance of many who were allowed to speak was difficult and practically unintelligible. Painful repetitions on the part of teachers were often necessary, and sometimes failed to convey the desired information. My knowledge of the sign language made it easy for me to recognize frequent resorts to this means of communication by teachers and pupils which would escape the notice of one less familiar with that language. In some of the so-called oral schools signs were freely used in the class room, as also in chapel exercises.

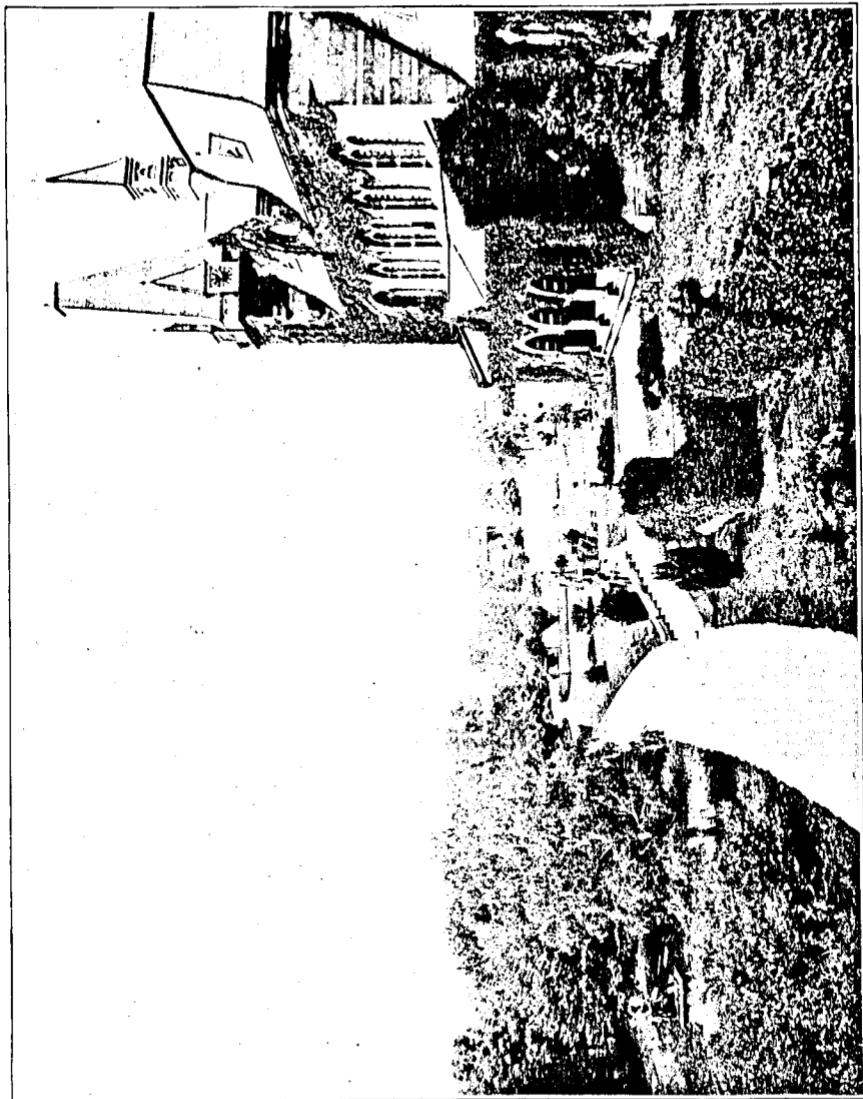
In conversations with principals and teachers in oral schools I was many times assured that the oral method was often insufficient; that more than a few pupils failed of success in speech, and that features of the manual method would be gladly accepted and made use of were such a course not forbidden by superior authority.

In a class in one oral school I saw every spoken word interpreted by the pupils into signs, so as to make sure that the meaning was understood. In another oral school I found the sign language employed in religious instruction, in all addresses to the pupils as a body, to a considerable extent in the school room, and without restriction among the pupils out of school.

At the same time I heard as good speech in this school as in those from which it was attempted to banish signs.

The only school avowedly conducted on the combined system which I saw in session (that at Belfast being in vacation at the time of my visit) was the one at Gratz, in Austria. Of the results reached in this school, in speech, in mental development, and in a general appearance of intelligence and vivacity among the pupils, I received a very favorable impression. I am convinced that the effort to banish signs from a school for the deaf exerts a repressive and narrowing influence on the intellectual growth of its pupils.

CHAPEL PORCH AND TOWER.



I will not enlarge further on what I observed in schools for the deaf. I am sure I held my mind open for any new impressions that might present themselves, and equally certain that I saw nothing different from what fell under my observation thirty years ago—nothing to change or modify the conclusions I then reached as to the relative value of methods or as to the desirability of bringing them together into a combined system.

Much more interesting and surprising were my experiences with the educated adult deaf-mutes I encountered, of which I will now endeavor to give some account.

While in the custom-house at Naples, just after landing, my son brought me word that two deaf men were looking for me. These proved to be Francesco Guerra, well known to many in America by his writings in European journals for the deaf, and Pietro Sensale, a decorative artist of no mean ability. The welcome to Italy I received from these two men, emphasized by floral offerings and demonstrations of southern cordiality, were most touching. Mr. Guerra had selected a hotel for me, and they both accompanied me thither. Several other deaf-mutes were at the custom-house. During my stay in Naples Guerra and Sensale were constant in their attentions. Mr. Guerra's brother, a judge of the court of appeals, called on me and received me at his own home. It would be impossible for me to repeat all that these two intelligent deaf-mutes said to me as to the condition of the great mass of the educated deaf of Italy, of the insufficiency of the oral method, and of their hope that a reform in methods was coming. It will be enough for me to say that they were most earnestly devoted to the cause of the combined system, and felt that the deaf of Italy would never be properly educated until that system became prevalent.

In Rome I had several interviews with Francesco Micheloni, a highly educated deaf man, with a good command of speech, who holds a position in the Royal bureau of statistics. Mr. Micheloni was the editor of *L'Avvenire dei Sordomuti*, a paper published in the interest of the deaf of Italy, in the year 1896. He attended the Geneva Congress of Deaf-Mutes of that year, as a representative of the minister of public instruction at Rome, and made a report to that official, in which he warmly indorsed the recommendations of the Congress in favor of the combined system, though he had been educated in the Royal institution at Milan.

Mr. Micheloni introduced me to his chief, Mr. Luigi Bodio, director-general of statistics, who has a deaf daughter, taught under the oral method at Milan, and whom I met a few days later in that city. Mr. Bodio was much interested in what I was able to tell him of our American schools and methods, and said his experience and observation led him to believe that for the general education of the deaf the combined system was superior to any single method.

My first meeting with any considerable number of deaf-mutes was at Vienna, where, shortly after my arrival, I was called on by Bernard Brill, the veteran editor of the *Taubstummen-Courier*, who invited me to accept the hospitality of the *Taubstummenverein* of Vienna. At the time appointed Mr. Brill and Mr. Loew (a cousin of Jacques Loew, well known to the deaf-mutes of New York and Chicago) called for me and accompanied me to a restaurant where the *Verein* was in the habit of meeting. It was a surprise to me to find these German-speaking deaf-mutes (for they could all speak and some of them very well), organized precisely as the deaf-mutes of many of our American cities are, using a language of signs which I understood with little difficulty, addressing me in this language and comprehending easily the responses I made in signs such as I am accustomed to use at home. My reception by the deaf of Vienna was most cordial. As I spoke to them in my mother tongue I caught one saying to another, "Is he not a deaf-mute? He uses signs like one." I certainly felt at home among those deaf friends, and no anxiety about the tenses and genders of a foreign language marred the pleasure of my evening with them. A bright and intelligent young teacher from the Imperial Royal institution was present, who had deaf-mute relatives, and who used signs like one "to the manner born."

As I stepped out of the train at Breslau and looked up and down the platform to see which way to go, a man of towering form and of size in proportion confronted me with: "This must be Dr. Gallaudet," and on my smiling assent, the giant folded me in his arms and kissed me on both cheeks. This was Mr. Heidsiek, well known to the readers of the *Annals* as the courageous German teacher who has dared to declare for a combined system of educating the deaf. Immediately behind him came a score and more of men and women to give me welcome to Breslau. They were representatives of the *Taubstummenverein* of that city. Presently a maiden of a dozen summers offered me a bouquet of flowers, and began addressing me in English, as follows:

"DEAR SIRE: You will allow me to speak for the present deaf-mutes and all the others of Breslau, and to welcome you heartily in this town. The name of Gallaudet excites pleasure and gratitude in the hearts of all German deaf and dumb. They are very happy to see the distinguished friend and adviser of the American deaf-mutes, and I hope that it will please you in this town and that your voyage will be a great good for the deaf and dumb."

The little girl was a daughter of Mr. Heidsiek, who, with the help of her mother, a good English scholar, had prepared to bid me welcome in the language of my country. After a short time spent in exchanging salutations with the deaf, I left them with the understanding that I was to meet them and others socially in the evening.

At night Mr. Heidsiek accompanied me to a banqueting hall in one of the large restaurants, where I found upwards of a hundred deaf-mutes assembled to meet me. My place at the table was decorated with flowers, and everything possible was done to assure me of the regard of the deaf of Breslau. Speeches were made in the language of signs, and opportunity was afforded for my meeting and conversing with the officers of the Verein and others. During my stay of two days in Breslau Mr. Heidsiek was unremitting in his attentions, inviting me to dine at his home, and escorting me to the institution in which he teaches—one of the largest, by the way, in Germany, and, I may add, one in which the results, as I observed them, seemed to be of the best.

My next stopping place in Germany was Berlin, where, though I saw fewer deaf-mutes than in Breslau, I met many of them in their homes under very interesting conditions. The deaf-mutes of Berlin, through one or more of their societies, have purchased a large building, in which there are many separate apartments suitable for the occupancy of small families. These are rented exclusively to deaf-mutes, many of whom carry on their trades—such as tailoring, shoemaking, seamstress work, and the like—in their own homes. Through the courtesy of Mr. Fritz Zitelmann, a prominent deaf mute of Berlin, I was able to visit these homes of the deaf and converse with many of their inmates. A certain part of the building was used for the care of the aged and infirm deaf-mutes who needed assistance, and I found a very intelligent hearing lady, Mrs. Anna Schenck, whose husband was a deaf-mute installed in the building as president of the "Union of Deaf-Mute Women of Berlin." Mrs. Schenck also edits and publishes the *Taubstummen-Freund*, and her brother, Mr. Flirstenberg, is at the head of a school for deaf-mutes in Chile.

I quote from my journal record of a conversation I had with Mrs. Schenck one evening in her rooms:

"I had much conversation with her about the deaf in Germany and the system of education employed. She was emphatic in saying that the results of the pure oral method were very unsatisfactory. The deaf, she said, were little benefited by the speech they gave so much time to acquire—they made little use of it. They were never able to mingle much with hearing people, and they had most pleasure in associating with each other. They conversed in signs mainly. Mrs. Schenck fully confirmed my views as to the combined system, and said the German schools would do much better work if they would adopt some of our American methods."

After leaving the deaf-mute settlement, I had an opportunity of spending a couple of hours with some of the leading members of the Berlin Taubstummenverein, who had assembled on very short notice to meet me. Among these was Mr. Carl Kumpf, president of the Centralverein für das Wohl der Taubstummen zu Berlin, who resides in the building already described, at 45 Elisabeth strasse, and has taken a leading part in the development of the movement to provide homes for the deaf at moderate cost.

The largest assemblage of deaf-mutes, in Germany, brought together to meet me was in Leipsic, the home of Heinicke. The chief mover in arranging for this gathering was Mr. A. M. Watzulik, of Altenburg, very near Leipsic, who will be remembered by many in America as one of the brightest of the foreign delegates to the International Congress of the Deaf, at Chicago, in 1893. Mr. Watzulik had the hearty cooperation of the officers of the Leipsic Taubstummenverein, President Robert Sandig, Secretary Otto Kresse, Treasurer Hermann Hoffmann, and others, in arranging for my reception. A committee of seven waited on me at my lodgings a few hours after my arrival in Leipsic, and on the evening of the following day called to conduct me to the hall where the "Commers" was to be held. There I found some two hundred deaf-mutes assembled with Mr. Voigt, director of the Institution for Deaf-Mutes, and a number of his teachers.<sup>1</sup> Nothing could exceed the cordiality and regard with which I was received. My place at the table was profusely decorated with flowers. Deaf-mutes were in attendance from adjoining cities and towns, thirteen coming from Berlin, most of whom were to make their journey back during the latter part of the night so as to be at their work the next day. Letters and telegrams of congratulation and respect were presented from Taubstummenvereins in Brunswick, Zittau, Munich, Vienna, Altwasser, Bonn, Cologne, Worms, Cassel, Altona, Frankfort-on-the-Main, Plauen, Görlitz, and Nuremberg. Speeches were made in the sign language by Mr. Watzulik, the officers of the Verein, Mrs. Anna Schenck, and others. My responses seemed to be easily understood and were received with evident satisfaction. Mr. Voigt, director of the Leipsic Institution for Deaf-Mutes, was called up and made a lively address in speech and the language of signs, *pari passu*, vividly

<sup>1</sup> Mr. Voigt had previously called on me at my lodgings.

reminding me of similar efforts I have seen and heard from our old friend Dr. Isaac Lewis Peet. Mr. Voigt showed himself to be—what few oral teachers of the deaf in America are—a master of the language of gestures. The social intercourse of the Leipsic “Commers” was prolonged to a late hour, and I had a good opportunity for personal conversation with many present. I must not forget to mention that in the course of the evening Mr. Sandig, president of the Allgemeine Tanbstammenverein zu Leipzig, presented me, in behalf of his society, with a beautiful printed certificate of honorary membership, a testimonial I shall preserve with great satisfaction.

My visit on the following day to the school founded by Heinicke was one of unusual interest. I was given the freedom of all the class rooms, and visited many. I was invited and encouraged to examine pupils myself. I found the average facility in speech and lip reading equal to the best I have ever seen in any school. And yet, while limitations were put upon use of signs, especially in the upper classes, they were not infrequently employed to clear up a difficulty or to elucidate a meaning that was obscure. Signs were not interdicted among the pupils, and I was told that they were used in religious instruction and when the whole body of pupils were addressed together. I could not avoid the reflection that but little further progress was needed in this school in the employment of features of the manual method to justify its being classed as a combined-system school. To Director Voigt and to his chief assistant, Mr. Göpfert, I am greatly indebted for many courtesies shown me during my stay in Leipsic.

My next meeting with the deaf was in Frankfort-on-the-Main, where I tarried for a single night only. On reaching my hotel I learned that a deaf gentleman had already been inquiring for me, and within half an hour he came again. This was Mr. Adam Brehler, president of the Verein of Frankfort. An impromptu meeting of the deaf of the city had been arranged for that evening, and a score or so gave me a most cordial welcome. There were no formal speeches, but we spent two or three hours in pleasant social intercourse, comparing notes as to the condition of the deaf in Germany and the United States. Much interest was shown in the higher education of the deaf, and I had to answer many questions about the college.

Before speaking of the deaf-mutes of Geneva, I must record a very interesting interview which I had in Zurich with, probably, the oldest living teacher of the deaf, Mr. Schibel, now over 91 years of age, and who was director of the school at Zurich for sixty years, retiring from active labor only five years ago. I first met Mr. Schibel in 1867, when I spent an instructive day in his school. He retains his physical and mental powers in a remarkable degree, and was overjoyed to meet me again. Though always an enthusiastic teacher of speech, I found him now, as in 1867, far from being an extremist, admitting that not all the deaf could learn to speak well, and that signs were often helpful in teaching. When I laughingly said to him that if he would remain in Zurich ten years longer, reaching his centennial, as he seemed quite likely to do, I would try to come and see him again, he replied, with tears in his eyes: “God only knows. Our next meeting may be in heaven.” With most affectionate embraces, he bade me good-bye, with every good wish for the continued success of our college, in reference to which he had shown the greatest interest.

A few days after my arrival in Geneva I received a call from Mr. Jules Salzgeber, president of the Geneva Congress of the Deaf of 1896, and Mr. Jacques Ricca, secretary of the same congress. These gentlemen were, naturally, prominent among the deaf of Geneva, and invited me to meet with them the following Sunday evening. This interview was of equal interest with those I had at Frankfort and Berlin. The number in attendance was not as large as it would have been had not several members of the “union” been away on their vacations. At the close of the evening President Salzgeber, on behalf of the union, presented me with a fine photograph of the International Congress of the Deaf of 1896, of which, as I have already said, he was president. In this meeting of the deaf at Geneva the surprising fact came out that Mr. Salzgeber and Mr. Ricca both had hearing wives, with whom, by mutual preference, they conversed almost wholly by signs, although the men had both been educated in pure oral schools, and were better speakers than the average. The wife of one of them told me that while her husband made considerable use of speech in his business and for limited conversation, that for a really enjoyable talk they had to fall back on signs.

Those who are at all familiar with associations of deaf-mutes in Europe will not be surprised to learn that Paris carries off the palm among all cities for the number of its organizations. First, there is l'Association Amicale des Sourds-Muets de France, of which Mr. Henri Genis is president, who will be remembered by many in America as a delegate to the Chicago congress. Then there are l'Appui Fraternel des Sourds-Muets de France, presided over by Mr. Pioche, and l'Union Française des Sourds-Muets, of which Mr. J. Berthel is president. Larger than either of these, I judge, is the Alliance Silencieuse, Ancienne Ligue pour l'Union Amicale des Sourds-Muets, of which Mr. Engiñe Graff is president. And then, as well as I can understand, these associations are more or less connected with a Conseil Supérieur des Sociétés

Frangaises de Sourds-Muets, of which Mr. Cochefer is the chief officer. Then comes the Journal des Sourds-Muets, not a society, but a source of decided influence, edited and published by Mr. Henri Gaillard, who was with Mr. Genis and others at the Chicago congress. All these associations, and Mr. Gaillard, both as editor and in his personal capacity, showed me great courtesy during my stay in Paris, all of which I sincerely appreciate.

The Association Amicale arranged for a conference on a Sunday afternoon, at the mayoralty of the VI Arrondissement of the city of Paris, at which a large number of deaf-mutes was present, as also the Abbé Goislet, the chaplain of the Paris Institution for Deaf-Mutes, with Professors Boyer and Bertoux. Speeches were made by President Genis, Mr. Gaillard, Honorary Professor Dusuzeau, and others, and interested attention was given to an address of some length from myself.

On the evening of the following day a banquet was given under the auspices of l'Association Amicale, at which officers and members of different societies were present, and a message of greeting was sent in from l'Union Française. At this festivity I was informed that I had been elected an honorary member of the Association Amicale, and received the badge of membership, an artistic medallion likeness of the Abbé de l'Épée, in silver.

I was invited by l'Alliance Silencieuse to take the place of honorary president at their annual banquet, July 25, which is held in honor of the birth of the Abbé de l'Épée and the decrees of 1791 and 1793, but was not able to attend this function, as my engagements in England compelled me to leave Paris before the date fixed for the banquet. Later, I received notice in England, from the president of the Alliance, that I had been elected to the office of honorary president of the society, and later still I received at the banquet of the London congress, of which more anon, from the hands of Mr. René Hirsch, a French delegate to the congress, a very beautiful memorial medal from the Conseil Supérieur, with the inscription, "A E. M. Gallaudet, Bienfaiteur des Sourds-Muets, 25 Juillet 1897."

In speaking of the courtesies of the Parisian deaf-mutes, I must not omit mention of the hospitality of the venerable Mr. Griolet, who was in America in 1895-96. He was most attentive, giving a dinner in my honor, at which I had the pleasure of meeting Professor Bélanger, of the Paris Institution; Mr. Urbain Borie, the deaf-mute poet, and others. After the dinner the party adjourned to Mr. Griolet's apartments, where he showed his guests many interesting collections, among which was a series of unique photographs, taken by a deaf-mute, one every thirty minutes, of the Place Vendôme, on the memorable day when the commune tore down the beautiful column erected there in honor of Napoleon I.

On the day of my departure from Paris I received two gifts of unusual artistic merit, the artists bringing them to my lodgings in person. One was a lifelike bust of the Abbé de l'Épée, by the deaf sculptor Gustave Hennequin, and the other a half-size medallion of the good Abbé, by Fernand Hamar, another deaf sculptor.

The Conference of British Instructors of the Deaf, held at Glasgow, July 28-30, was an important and interesting meeting. I had the pleasure of being present during the sessions of the 29th, and should have attended those of the day before had I not been detained in London to meet the Right Honorable Joseph Chamberlain, M. P. and secretary of state for the colonies, with whom pleasant recollections were revived of his visit to the college at Washington some years since, and of the very accurate account he gave of this visit to the Royal Commission when called before it in 1887. In this interview I had the opportunity of enlisting Mr. Chamberlain's interest in behalf of the project for a college for the deaf in the United Kingdom.

The most enjoyable feature of my visit to Glasgow was a dinner given by Mr. Addison, head master of the Glasgow Institution for the Deaf, to the head masters present, with a few veteran teachers and officers of schools. With several American guests present this was truly an international affair, the leading toasts being to Queen Victoria and President McKinley. In the feast of reason and flow of soul, which was ample and inspiring, Britons and Yankees seemed as countrymen of one another. The speaking wound up with an invitation to the British guests, provisionally accepted by a number, to attend our convention of American instructors in 1898.

Going to, about, and from Belfast, I rejoiced in putting all responsibility for myself on the broad shoulders of our former student and valued friend Francis Maginn, "the irrepressible Irishman," as I think he rather likes to have me call him. Being very kindly entertained by Mr. A. D. Lemon, honorary secretary of the Belfast Institution for Deaf-Mutes, I received my orders from time to time from my old student, and so came into very pleasant relations with many of the deaf of Belfast and vicinity. First, there was an excursion to a pretty seaside resort, Newcastle, in which some seventy-five of the deaf joined; then an interview with a reporter of the leading newspaper of Belfast; then an address to the deaf in their Mission Hall; then a service in St. Paul's Church by my brother, part of which I interpreted; then a pleasant visit and dinner with my old normal student, Mr. Tillighast, and his wife, at the institution, which, as Mr. Lemon informed me, is highly

prosperous under progressive American management; and so, with Mr. Maginn still in command, making everything easy and pleasant, off for London, August 2, on the great "Bank holiday" of the kingdom, by fast train and steamer.

My brother, Mr. Tillinghast, Mr. Maginn, and I found great comfort from Carlisle to London in an American vestibuled train, with an American restaurant car, in which plenty of ice water was to be had, with ice cream for dinner, for all which unexpected, though I hope not undeserved, mercies we were all duly thankful.

The London Congress of the Deaf was a great success, with a programme all too extended to be fully given here. But a few features may be properly mentioned.

The opening service in St. Paul's Cathedral, conducted by Canon Owen of Birmingham, who is greatly interested in mission work for the deaf, the Rev. Mr. Sleight, son of the venerable head master of the Brighton School for the Deaf and president of the British Deaf and Dumb Association, and my brother Thomas, was very imposing and solemn. Mr. Tillinghast's paper on "Deaf teachers of the deaf" was finished and forcible. Mr. Cuttell's paper on "The higher education of the deaf" was a brilliant and unanswerable plea in behalf of the college—that is to be—in England. As a literary effort this paper is deserving of the highest praise.

The high-water mark of the congress was reached at the banquet held at the Holborn restaurant, when delegates from France, Sweden, Norway, and the United States joined with their hospitable hosts in speaking for the general uplifting of their class in all nations. Sir Arthur Fairbairn, a deaf-mute nobleman, presided, and made an excellent address. The toastmaster was the Rev. W. Blomfield Sleight, already referred to, whose untiring labors in aid of the deaf of Great Britain and Ireland deserve recognition in other countries than his own.

At the banquet I was invited to give some account of my recent experiences with the deaf of the Continent of Europe, and what I had to say was very kindly received by all present. Interpretations of my speech were made by Mr. Tillinghast in American signs and in English signs by Mr. Edward Townsend, headmaster of the Birmingham school, and the Rev. F. W. G. Gilby, rector of St. Saviour's Church for the Deaf, London. Mr. Gilby was untiring at all points in his service for the congress, and I am sure his labors as interpreter and otherwise were highly appreciated.

With my attendance upon the banquet of the London congress my mission to the deaf and their friends in Europe, between May and August, 1897, terminated. But I must make mention of a few matters which did not seem to come into place in the narrative of meetings with the deaf:

The day before I left London I was very courteously received at the House of Commons by the Hon. William Woodall, M. P., a member of the royal commission on the education of the deaf and dumb, etc., and was able to interest him in the scheme for a college in England for the deaf.

Through the courtesy of our American ambassador at London, Col. John Hay, an interview was arranged for me with Sir John Gorst, M. P. and member of the privy council, vice-president of the committee on education. I presented to him copies of the "Message of the officers and directors of the Columbia Institution to all interested in the education of the deaf in Europe," and of our college catalogue. I spoke at some length of the project for a college for the deaf in England, and believe I sowed some good seed for the cause.

Through the courtesy of our acting chargé d'affaires at Rome, Consul-General Wallace S. Jones, I had a pleasant interview with the minister of public instruction for Italy, the Honorable Prof. Emanuele Giunturco, presenting to him copies of our "Message" and college catalogue for distribution in Italy. Mr. Jones was kind enough to have our "Message" translated into Italian by one of the assistants of the embassy and to arrange for the printing of the translation.

Our distinguished ambassador at Berlin, the Honorable Andrew D. White, presented me to the minister of public instruction for Germany, the Honorable Dr. Bosse, who received with great interest and attention the documents I had to present and the statements I made concerning the education of the deaf in our country. Mr. John B. Jackson, secretary of the American embassy in Berlin, was most courteous and helpful to me in many ways.

At Paris, I was not successful in obtaining an interview with the minister of public instruction, nor with Mr. Monod, the bureau officer of the interior department, who has charge of matters concerning the deaf, for he was ill during my stay in Paris. All I was able to do was to place documents in the hands of his secretary.

Through the courtesy of the representatives of our Government at Rome, Berlin, Paris, and London, copies of our "Message" and college catalogue have been forwarded to the Governments of Austria, Russia, Greece, Turkey, Sweden and Norway, Denmark, Holland, Belgium, Spain, Portugal, and Switzerland.

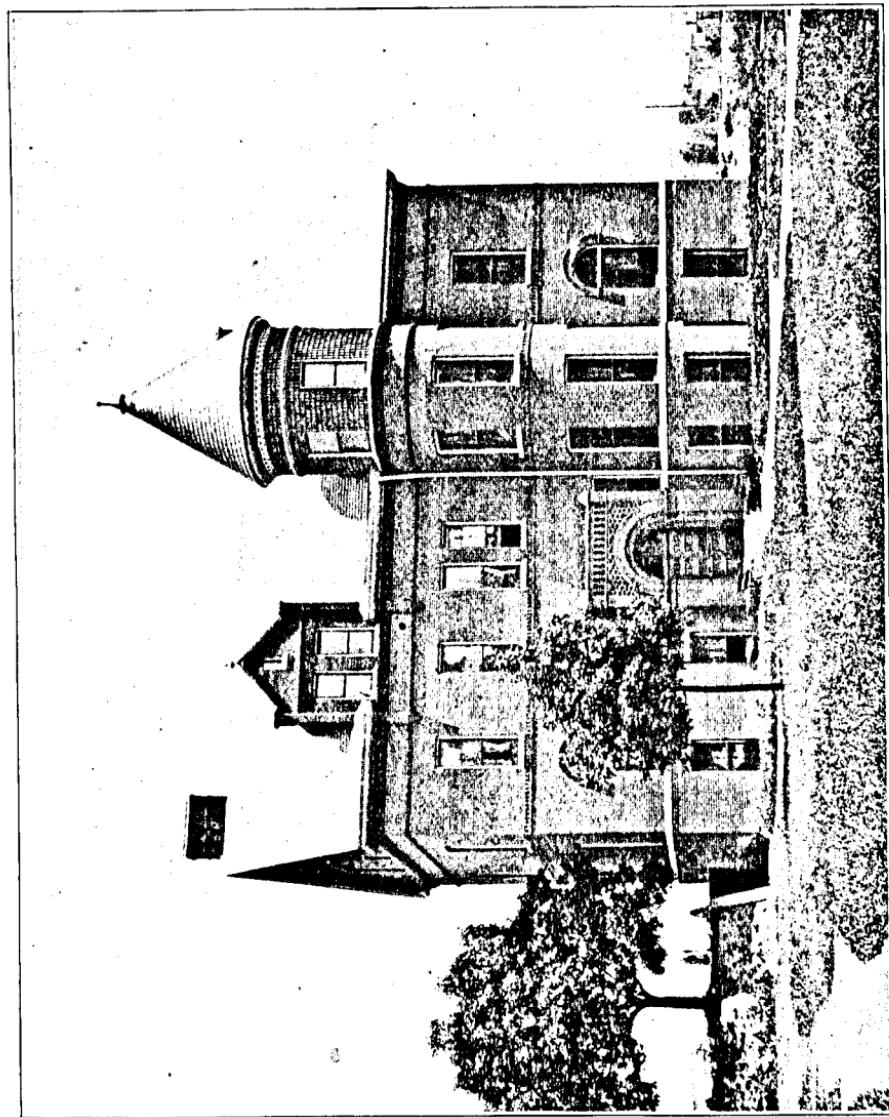
And now a few words in closing this communication, which I fear is already too long drawn out:

My only comment on my interesting interviews with the educated adult deaf all over Europe, after an assurance of my grateful appreciation of their cordial hospi-

tality, is the expression of a gratified surprise at finding them urging with unanimity and enthusiasm the general adoption of a combined system of education for their class. Their attitude in this matter is unmistakable, and who will venture to say it is not entitled to the fullest respect? Those whose names I have given are the most intelligent and best educated deaf men to be found in Europe to-day. Who can set aside the friendly criticisms of these men and the societies they represent of the method under which they have been trained? They do not suggest the abolition of speech teaching, nor its relegation to an inferior position in the general scheme of education. But they do declare that the practical value of speech to the deaf in active life is greatly overestimated by many teachers; that many deaf children are incapable of success in speech; that the intellectual development of all the deaf is quickened by a judicious use of the sign language, all of which considerations lead them to demand that a broader and more elastic system shall be adopted than can be found in any single method. I am confident the aspirations of these men and women who have discovered the insufficiency of the single method in their own disappointing experiences will command a widespread and hearty, if not universal, sympathy on our side of the ocean.

Very truly yours,

EDWARD M. GALLAUDET.



BOYS' DORMITORY, DESIGNED BY A GRADUATE OF THE COLLEGE.

## APPENDIX D.

### A MESSAGE TO ALL INTERESTED IN PROMOTING THE EDUCATION OF THE DEAF IN EUROPE, FROM THE COLUMBIA INSTITUTION, WASHINGTON, D. C.

WASHINGTON, D. C., U. S. A., April, 1897.

To the boards of management of schools for the deaf, and to all interested in promoting the education of the deaf in Europe, greeting, from the officers and directors of the Columbia Institution for the Deaf and Dumb, at Washington, D. C., United States of America:

The institution committed to our care having completed the fortieth year of its existence, we deem the present a fitting occasion to answer in some detail the many inquiries which have come from friends of the cause in Europe concerning the progress of the education of the deaf in our country.

The oldest school existing in the United States was established in 1817, eighty years ago. The life of the Columbia Institution covers, therefore, just one-half of the period embraced in the history of schools for the deaf in America.

In 1857 there were 19 schools, the buildings and grounds of which had cost \$1,371,736, the annual support of which involved an expenditure of \$285,416, and in which 1,771 pupils were being educated.

At the present time there are 89 schools, with 11,054 pupils under instruction during 1896.

Thirty-four of these schools are in private hands, or are day schools connected with the common-school system of some city or town. No statistics are available as to the cost of buildings and current expenses of these. For the 55 public institutions, more than \$11,000,000 have been expended on buildings and grounds, and nearly \$2,000,000 are appropriated annually for current expenses. In every State of our Union public provision is made for the education of the deaf, thirty-nine States having schools of their own, and the six States without them providing for the education of their deaf children in the schools of the neighboring States.<sup>1</sup> Industrial departments exist in all but two of the public schools, and in fourteen of the private and day schools. In the larger schools from five to seventeen different industries are taught.

Up to the year 1867 the manual method of instruction prevailed in all schools, and very little speech was taught. But in that year several circumstances combined to call attention to oral teaching. Schools in which the oral method was to be used exclusively were established in New York and in Massachusetts. In April of that year the president of the Columbia Institution was authorized by the board of directors to make an extensive examination of schools for the deaf in Europe, with a view of determining to what extent, if at all, it would be desirable to introduce the oral method into our institution. Forty-four schools were visited, and the report made to the board recommended strongly that every deaf child should be given the opportunity to learn to speak.

The directors of the Columbia Institution invited a conference of the principals of all the schools in our country to be held in Washington in May, 1868, to consider the recommendations of their president in regard to speech teaching, and other matters of interest in the education of the deaf.

Fifteen principals, one vice-principal, and two ex-principals, among whom were the most prominent and influential in the country, attended this conference.

The policy of introducing the oral method was fully discussed, and the following resolution was unanimously adopted:

*“Resolved*, That in the opinion of this conference it is the duty of all institutions for the education of the deaf and dumb to provide adequate means for imparting instruction in articulation and lip reading to such of their pupils as may be able to engage with profit in exercises of this nature.”<sup>2</sup>

<sup>1</sup>The census of 1890 showed that at that time there were 41,283 deaf-mutes in the United States.

<sup>2</sup>This meeting was the first of a series of conferences of principals which have been held quadrennially in other institutions for the deaf, the discussions of which have done much to develop and unify the system of instruction in our country.

The effect of this action, along with the influence of the oral schools and their friends, gave a notable impulse to the cause of oral teaching, with the result that within a few years all the larger schools carried into effect the recommendations of the conference at Washington.

In his examination of European schools in 1867, the president of our institution was impressed with the fact that the best results which came under his observation were attained, not by the practice of any single method, but by a judicious combination of the two which had for many years been rivals in Europe. He therefore recommended the general adoption of a combined system, in which the most valuable and efficient elements of the manual and oral methods should be retained; and that the use of these respectively should depend on the capacities and needs of those who were to be educated.

Careful experiment in the older schools, and frequent observation of results in the pure oral schools, has led to a prevailing conclusion in the minds of teachers of the deaf in our country that a considerable proportion of the deaf as a class are not capable of success in speech. And a majority of our teachers are of the opinion that under any conditions certain features of the manual method may be made use of to advantage.

These views were given an authoritative sanction at a meeting of the Convention of American Instructors for the Deaf held in California in 1886, at which advocates of both methods were present, by the unanimous adoption of the following preamble and resolution:

"Whereas the experience of many years in the instruction of the deaf has plainly shown that among the members of this class of persons great differences exist in mental and physical conditions and in capacity for improvement, making results easily possible in certain cases which are practically, and sometimes actually, unattainable in others, these differences suggesting widely different treatment with different individuals, it is, therefore,

*Resolved*, That the system of instruction existing at present in America commends itself to the world, for the reason that its tendency is to include all known methods and expedients which have been found to be of value in the education of the deaf, while it allows diversity and independence of action, and works at the same time harmoniously, aiming at the attainment of an object common to all."

This broad platform was made a part of the constitution of the convention, adopted at Flint, Mich., in 1885, and the convention has since been incorporated by a special act of the Congress of the United States.<sup>1</sup>

The manner in which the oral teaching of the deaf has become general in our country is deserving of special notice.

The purely oral schools, the first of which were established thirty years ago, have not become numerous.

Out of the 55 public schools of the country, only 5 sustain the pure oral method, and these 5 contain but 567 pupils out of 10,086 in all the public schools. But speech is taught in every one of the other schools, in connection with a greater or less use of features of the manual method. In the 50 public schools in which a combined system prevails, with a pupilage of 9,519, more than 4,000 pupils are taught speech.<sup>2</sup>

From these statements, two conclusions may be drawn: (1) that in the public schools for the deaf in the United States all the pupils are given the opportunity to learn to speak; and (2) that with those who can not attain substantial success, instruction in speech is not continued.

The present attitude in our country, after thirty years of effort to supplant the manual method by the oral, is, therefore, unmistakably in favor of a combined system, in which the best effects of both methods may be secured.

The work to which the Columbia Institution has chiefly devoted itself since its incorporation has been the establishment and development of an advanced department, a college, in which the education of the deaf might be carried forward so as to include courses of study in the higher mathematics and sciences, general history and literature, sociology and philosophy, the ancient and modern languages, and such technological studies as the deaf might be found capable of pursuing with profit.

The success of this undertaking, entered upon in 1864, has justified, beyond all question, the wisdom of those who devised and proposed it to Congress.

<sup>1</sup> The Convention of American Instructors of the Deaf is an organization, membership in which is open to all persons actually engaged in the education of the deaf. Its general meetings are held triennially, and local meetings may be held more frequently. Fourteen general meetings of the convention have been held, with great profit, at different points in the United States and in Canada.

An association is also in existence "to promote the teaching of speech to the deaf," which has had several meetings, the effect of which has been to heighten public interest in this feature of the education of the deaf.

<sup>2</sup> The 34 private and day schools average about 25 pupils each, having in all, during 1896, 968 pupils, about one-half of whom were in pure oral schools.

Five hundred and eight young men and young women have received the training of the college, and have proved by their intellectual development that deafness presents no obstacle to a very high degree of mental culture.

The practical advantages of the higher education to these young people have been marked and great, as will be shown by an enumeration of some of the occupations that have opened to them in consequence thereof.

In 1893 the following report was made:

"Fifty-seven who have gone out from the college have been engaged in teaching; four have entered the Christian ministry; three have become editors and publishers of newspapers; three others have taken positions connected with journalism; fifteen have entered the civil service of the Government—one of these, who had risen rapidly to a high and responsible position, resigned to enter upon the practice of law in patent cases in Cincinnati and Chicago, and has been admitted to practice in the Supreme Court of the United States; one is the official botanist of a State, who has correspondents in several countries of Europe who have repeatedly purchased his collections, and he has written papers upon seed tests and related subjects which have been published and circulated by the Agricultural Department; one, while filling a position as instructor in a Western institution, has rendered important service to the Coast Survey as a microscopist, and one is engaged as an engraver in the chief office of the Survey; of three who became draftsmen in architects' offices, one is in successful practice as an architect on his own account, which is also true of another, who completed his preparation by a course of study in Europe; one has been repeatedly elected recorder of deeds in a Southern city, and two others are recorders' clerks in the West; one was elected and still sits as a city councilman; another has been elected city treasurer and is at present cashier of a national bank; one has become eminent as a practical chemist and assayer; two are members of the faculty of the college, and two others are rendering valuable service as instructors therein; some have gone into mercantile and other offices; some have undertaken business on their own account; while not a few have chosen agricultural and mechanical pursuits, in which the advantages of thorough mental training will give them a superiority over those not so well educated. Of those alluded to as having engaged in teaching, one has been the principal of a flourishing institution in Pennsylvania; one is now in his second year as principal of the Ohio institution; one has been at the head of a day school in Cincinnati, and later of the Colorado institution; a third has had charge of the Oregon institution; a fourth is at the head of a day school in St. Louis; three others have, respectively, founded and are now at the head of schools in New Mexico, North Dakota, and Evansville, Ind.; and others have done pioneer work in establishing schools in Florida and in Utah."

In 1891 a normal department was established in connection with the college, the object of which is to train a few well-educated young men and women, each year, in both the manual and oral methods of teaching the deaf. The students in this department are not deaf-mutes. Consequently, they are able to render valuable service in the correction and development of the speech of the regular students of the college.

Twenty-six young men and six young women have been trained in our normal department, a majority of whom, having received the bachelor's degree in other colleges, have been made masters of arts at the conclusion of their course with us.

The regular students of our college receive degrees in the arts, in science, letters, or philosophy, according to the courses of study which they have pursued.

The liberality of Congress in providing nearly all the funds needed for the upbuilding and support of the college has been marked from the year of its establishment.

Suitable grounds and temporary buildings were provided by Congress before the college was opened; and, from time to time, additions have been made until the aggregate of the benefactions of the Government for grounds and buildings exceeds half a million of dollars.

The annual appropriation by Congress for the support of the college is over \$50,000, and 60 poor students from different parts of the country are received without charge for board and tuition. The number of students under instruction in 1896 was 112. After what has been said as to our opinions concerning methods, it is hardly necessary to add that the teaching of the college is on the combined system.

Opportunity is given to every student to learn to speak—frequent drill in speech is afforded to all who need and desire it. Much intercourse between students and their instructors and among students themselves is by speech.

The chief use of the sign language is in public lectures and addresses. The manual alphabet is largely employed in conducting the recitations of the class room, for the reason that it is believed to furnish the best means of quick and accurate communication for work in which an entire class can take part understandingly.

<sup>1</sup> This young man prepared, two years ago a complete set of plans and specifications for a dormitory for our institution, in accordance with which the building was satisfactorily erected.

In closing this communication, the officers and directors of the Columbia Institution, speaking for their colleagues throughout the United States, beg to acknowledge the debt of gratitude due from our country to Europe in the matter of the education of the deaf; for we have always to remember that the essential features of the methods we now make use of have come to us from the schools of the Old World, the founders and promoters of which will ever be held in grateful remembrance by the deaf-mutes of America and their friends.

And we hope it will not be felt in any quarter that the suggestions of this paper are offered in any spirit of self-gloryification.

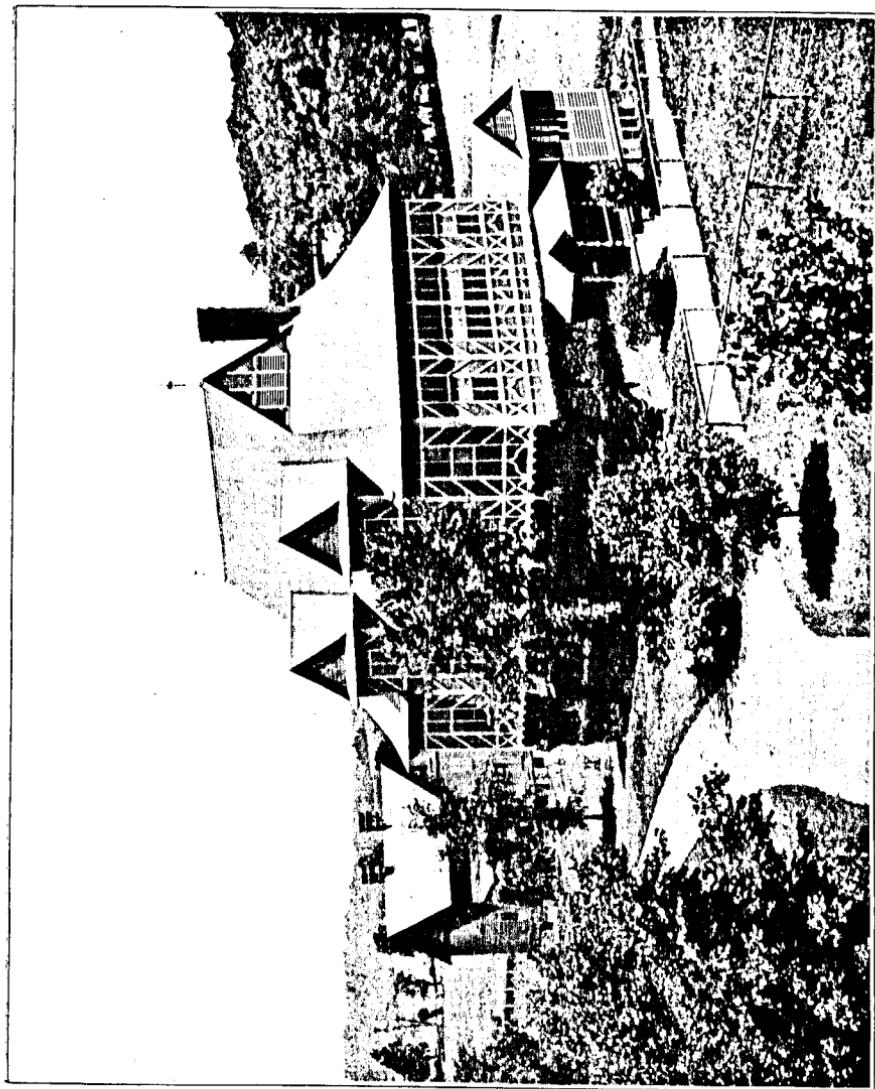
We and our predecessors have endeavored to discharge as faithfully as possible, during forty years, the duties devolved upon us by the Government of the United States. We have striven to discover and put in practice the methods which seem likely to produce the best results. We have undertaken to solve the problem of the higher education of the deaf. And it will be a source of happiness to us if the presentation of the results of our labors to our colleagues in Europe shall lead to the betterment of the condition of the deaf in that part of the world. For if this shall come to pass, we shall feel that something, however little, will have been done toward discharging the obligations under which we have long rested.

Invoking the continued blessing of Heaven on the cause we all have at heart, we are, with assurances of the highest consideration,

Faithfully, yours,

William De Tracy  
 Edward M. Gallaudet,  
 Am B. Wright.  
 Lewis Johnson Davis

Henry S. Daves  
 Dr. R. Hawley  
Edward L. Gallaudet  
 Sereno E. Bayne  
 Joseph. D. Sayers  
 Byron Sunderland  
 John W. Foster.  
 William L. Wilson.



THE GYMNASIUM, WITH PROFESSOR'S HOUSE.

## APPENDIX E.

### CATALOGUE OF STUDENTS AND PUPILS.

#### IN THE COLLEGE.

##### Alabama:

James W. Sowell.  
Maud H. Brizendine.

##### California:

Winfield Scott Runde.  
Frances Amelia Norton.  
Annie Matilda Lindstrom.

##### Colorado:

Max Kestner.  
Sarah Maria Young.  
Ethel Zoe Taylor.

##### Connecticut:

Deborah H. Marshall.  
Horace D. Lee Clark.

##### Delaware:

Gertrude Parker.

##### Illinois:

Benjamin F. Jackson.  
George Bacon Whitlocke.  
Robert L. Erd.  
Helena Rose Leyder.  
Asa Albert Stutsman.  
Charles Werner Haig.  
George T. Powell.  
Henry S. Rutherford.  
John Guy Stuart.  
Frieda W. Bauman.  
Elmira Mather.

##### Iowa:

John H. Brockhagen.  
Lilla E. McGowan.  
Waldo Henry Robert.  
Lyman Leroy Glenn.  
Nelle May Pierce.  
George Franklin Wills.  
Owen George Carrell.  
Wilbert Paul Souder.  
Robert Cook Hemstreet.  
Joseph Orric Harris.  
Charles Daniel Schaal.  
Gibson Agnew Whitmer.  
Hattie E. Boone.  
Clara V. Eddy.  
Margaret Naughton.  
George W. Clark.  
William Morris Strong.  
Rosa Gifford.

##### Indiana:

Arthur Hilton Norris.

##### Kentucky:

Robert Zahn.  
Littleton Alva Long.  
Thomas Yeaman Northern.

##### Louisiana:

Ross E. L. Nicholson.  
Daniel Picard.

##### Maryland:

George Schafer.  
Ezra Clayton Wyand.

##### Massachusetts:

Joseph C. Pierce.

##### Michigan:

Albert Eickhoff.  
Josephine Smith Titus.  
Elizabeth H. Taylor.  
Edward N. Hastings.  
George G. W. Andre.  
Roy Carpenter.  
Anna Louise Lennon.

##### Minnesota:

Louis A. Roth.  
Peter Miklas Peterson.  
Edith Vandegrift.

##### Missouri:

Joseph B. Bumgardner.  
Clara Logan Waters.  
Arthur O. Steidemann.  
Howard L. Terry.  
Florence P. E. Phelps.  
Alice Taylor.  
Peter Hughes.

Horace Bernard Waters.

##### Nebraska:

John Thomas Flood.  
Rudolph Louis Stuhl.  
Maria Donnelly.  
Estella Forbes.

##### New Jersey:

Mary M. Williamson.

##### New York:

Nellie C. Price.  
Mary Louise Elsworth.  
Julia Alice Hemphill.  
James Arthur Darby.  
Nellie E. Lorrigan.  
Grace G. Okie.  
Johanna H. Zettel.  
Sara C. Fish.

##### North Carolina:

Robert S. Taylor.

##### Ohio:

Franklin C. Smielan.  
William A. Ohlemacher.  
Clara Runck.  
George Vernon Bath.  
Minnie E. Morris.

## IN THE COLLEGE—continued.

## Ohio—Continued.

Albertus Wornstaff.  
Cloa G. Lamson.  
Bessie B. McGregor.  
Ida A. Ohlemacher.  
Slava A. Snyder.  
Clara Belle Winton.  
Mary E. Zell.

## Pennsylvania:

Emma R. Kershner.  
May Evelyn Stemple.  
George E. Fister.  
Sadie Eliza Griffis.  
Emma Matilda Prager.  
Margaret May Toomey.  
John S. Fisher.  
Daniel E. Moran.  
Samuel Nichols.  
Belle Stout.  
Milton T. Haines.  
Cyril A. Painter.  
Charles N. Snyder.  
Sarah Goldstein.  
Nellie Vail Hayden.  
Adelaide L. Postel.

## South Carolina:

Sarah Antoinette Rogers.  
Charlotte M. Croft.  
Theresa E. Gaillard.

## South Carolina—Continued.

William John Geilfuss.

## Tennessee:

Jesse T. Warren.  
Walter B. Rosson.  
Lester G. Rosson.

## Texas:

George Albert Brooks.  
William Henry Davis.  
Andrew Hodges.

## Utah:

John H. Clark.  
Elizabeth De Long.

## Virginia:

Bessie Hope Johnson.  
Florence P. Williams.

## West Virginia:

John Ernest Stuck.

## Wisconsin:

Francis J. Reynolds.

## District of Columbia:

Roy James Stewart.  
Eugene Elmer Hannan.  
Emma Vail.

## Canada:

John A. Braithwaite.  
Alexander David Swanson.

## IN THE PRIMARY DEPARTMENT.

## Females.

Annie E. Bennett, Delaware.  
Emily Lucile Bennett, District of Columbia.  
Florence Brown, District of Columbia.  
Bertha Conaway, Delaware.  
Sarah L. Dailey, District of Columbia.  
Maggie Dougherty, Delaware.  
Rosa Early, District of Columbia.  
Mattie Hurd, Delaware.  
Margaret Hutchinson, Canada.  
Tina F. Jones, Delaware.  
Carrie King, District of Columbia.  
Ida May Littleford, District of Columbia.  
Nellie Lynch, Delaware.  
Caroline E. Moran, District of Columbia.  
Mary O'Rourke, Delaware.  
Evalyne G. Plumley, Delaware.  
Gertrude Price, District of Columbia.  
Mary Sperry, Delaware.  
Carrie Strong, District of Columbia.  
Sadie E. Talbert, District of Columbia.  
Maggie Vaughn, District of Columbia.  
Rebecca Weil, Georgia.  
Viola Weil, Georgia.  
Alice Woolford, District of Columbia.

## Males.

Grey G. Barham, Louisiana.  
Calmer Barnes, New York.

## Males—Continued.

Eugene Beausoliel, Vermont.  
Howard Breeding, Delaware.  
Charles Butler, District of Columbia.  
Roy Carpenter, Michigan.  
Frank Carroll, District of Columbia.  
John F. Caslow, District of Columbia.  
Hugh Dougherty, District of Columbia.  
Paul Erd, Illinois.  
Jacob Eskin, District of Columbia.  
Ernest Foskey, Delaware.  
Adam S. Hewetson, California.  
Frank A. Johnson, Illinois.  
Raymond Johnson, District of Columbia.  
George E. Keyser, District of Columbia.  
Aaron Lee, District of Columbia.  
Andrew Leitch, Ireland.  
William Lowell, District of Columbia.  
Samuel H. Lynn, Tennessee.  
Charles Naylor, District of Columbia.  
Joseph L. Norris, Virginia.  
Arthur Otis, District of Columbia.  
Carl Rhodes, District of Columbia.  
Lester Grant Rosson, Tennessee.  
John Shields, District of Columbia.  
George Smith, District of Columbia.  
Arthur L. Swarts, Delaware.  
James Thomas, District of Columbia.  
Richard T. Thomas, District of Columbia.  
Bickerton L. Winston, Virginia.  
Frank Winter, District of Columbia.

## REGULATIONS.

I. The academic year is divided into three terms, the first beginning on the Thursday before the last Thursday in September and closing on the 24th of December; the second beginning the 2d of January and closing the last of March; the third beginning the 1st of April and closing the Wednesday before the last Wednesday in June.

II. The vacations are from the 24th of December to the 2d of January, and from the Wednesday before the last Wednesday in June to the Thursday before the last Thursday in September.

III. There are holidays at Thanksgiving, Washington's Birthday, Easter, and Decoration Day.

IV. The pupils may visit their homes during the regular vacations and at the above-named holidays, but at no other time, unless for some special, urgent reason, and then only by permission of the president.

V. The bills for the maintenance and tuition of pupils supported by their friends must be paid semiannually in advance.

VI. The charge for pay pupils is \$250 each per annum. This sum covers all expenses in the primary department except clothing, and all in the college except clothing and books.

VII. The Government of the United States defrays the expenses of those who reside in the District of Columbia, or whose parents are in the Army or Navy, provided they are unable to pay for their education. To students from the States and Territories, who have not the means of defraying all the expenses of the college course, the board of directors renders such assistance as circumstances seem to require, as far as the means at its disposal for this object will allow.

VIII. It is expected that the friends of the pupils will provide them with clothing, and it is important that upon entering or returning to the institution they should be supplied with a sufficient amount for an entire year. All clothing should be plainly marked with the owner's name.

IX. All letters concerning pupils or applications for admission should be addressed to the president.

X. The institution is open to visitors during term time on Thursdays only, between the hours of 10 a. m. and 3 p. m. Visitors are admitted to chapel services on Sunday afternoons at a quarter past 3 o'clock.

XI. Congress has made provision for the education, at public expense, of the indigent blind of teachable age belonging to the District of Columbia.

Persons desiring to avail themselves of this provision are required by law to make application to the president of this institution.

